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ABSTRACT

Principals play a primary role in the school-reform process, acting as both the agents of change and targets of change. This National Center for Education Statistics's (NCES) Schools and Staffing Survey (SASS) provides descriptive information about the changing nature of the individuals who serve as principals in public and private schools, including their perceptions and the challenges they face. The report uses data from the 1987-88, 1990-91, and 1991-92 administrations of SASS to examine the principalship in the reform environment of the late 1980s and early 1990s. For each of those years, approximately 80,000 principals served in the nation's public schools and approximately 15,000 served in private schools. The report provides information on job demographics; principals' salaries and benefits; their education and their experience; their perceptions of various problems; and their goals, influence, and career plans. An index, 13 figures, and 5 tables are included. Appendices contain tables of estimates and standard errors, technical notes, and SASS data products. (Contains 36 references.) (LME)

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Public and Private School Principals in the United States

**A Statistical Profile,
1987-88 to 1993-94**



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Public and Private School Principals in the United States

**A Statistical Profile,
1987-88 to 1993-94**

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Executive Summary

Principals constitute a primary group in the school reform process, being both the agents of change by virtue of their roles as school managers and instructional leaders, and targets of change given their increased accountability for school outcomes. Small, descriptive studies have examined specific aspects of the reform process in relation to principals, and large studies have examined segments of the school administrator population in relation to specific topics. Little broad, policy-relevant research is available, however, to assess the impact of the reform movement on the principalship or to inform future policy initiatives.

The National Center for Education Statistics' (NCES) Schools and Staffing Survey (SASS) partially fills this void by providing descriptive information about the changing nature of the individuals who serve as principals in public and private schools, including their perceptions of challenges they face. The integrated structure of SASS enriches the information through the linkage between principal responses and contextual data collected from teachers, schools, and districts.

This report uses data from the 1987-88, 1990-91, and 1993-94 administrations of SASS to examine the principalship in the reform environment of the late 1980s and early 1990s. For each of those years, approximately 80,000 principals served in the nation's public schools and approximately 25,000 served in private schools. Following are some of the key findings:

Demographics

- The majority of public school principals were men during 1987-88, 1990-91, and 1993-94, although the percentage of female principals in public schools increased between 1987-88 and 1993-94 from 25 to 34 percent.
- For private schools, women constituted a clear majority (54 percent) of the principals for the first time in 1993-94.
- The percentage of minority principals in public schools increased between 1987-88 and 1993-94 from 13 to 16 percent, while the percentage of minority private school principals did not change during that time period.

Salary and Benefits

- On average during 1993-94, public school principals earned a salary of \$54,857 and private school principals earned \$32,075.
- For 1993-94, public principals were more likely than private school principals to receive benefits such as medical insurance, dental insurance, life insurance, and retirement plans. Only in-kind benefits were more frequently available to private school principals.

- For public schools in 1993-94, average salaries for male and female principals were similar (\$54,922 for males, \$54,736 for females), while average salaries for minority principals (\$56,956) were higher than those for white principals (\$54,466).

Education and Experience

- Most principals hold more than one college degree, and many pursue a different field of study for each degree. Educational administration remained the predominant field of college study for public school principals in 1993-94, with over two-thirds of all principals holding a degree in that field. Additionally, more than one-third of principals held degrees in elementary education.
- For 1993-94, public and private female principals had more experience as teachers before becoming principals than did males (13 versus 10 years for public school principals and 11 versus 8 years for private school principals).
- Across school years 1987-88, 1990-91, and 1993-94, athletic coaching prior to becoming a principal remained a common experience for male principals (38 percent, 39 percent, and 38 percent) and a relatively rare experience for women (4 percent, 4 percent, and 6 percent).
- Female principals were more likely than males to have prior experience as curriculum specialists or coordinators in 1993-94 (30 percent versus 11 percent), the first year that item appeared in SASS.

Perceptions of Serious Problems

- For 1993-94, public and private elementary school principals identified *poverty* (17

percent of public school principals, 3 percent of private school principals) and *lack of parent involvement* (10 percent, 2 percent) relatively often as serious problems in their schools.

- For public secondary principals in 1993-94, *lack of parent involvement* (selected by 20 percent of principals) ranked first on the list of serious problems facing their schools. The list also included *student apathy* (15 percent), *poverty* (13 percent), and *student use of alcohol* (13 percent).
- For 1993-94, private secondary principals frequently identified three alcohol and drug-related problems as serious problems in their schools: *student use of alcohol* (12 percent), *parent alcohol/drug abuse* (9 percent), and *student drug abuse* (7 percent). They identified these problems at rates comparable to their public school counterparts.
- Although public secondary principals relatively infrequently cited *student possession of weapons* as a serious problem for school years 1987-88, 1990-91, and 1993-94 (0.4 percent, 0.6 percent, and 1 percent), it is notable that by 1993-94 one of every hundred public secondary principals identified this dangerous behavior as a serious problem in their school.

Other Findings

Other findings from the study show principals' goals for their schools; their perceptions of their influence in critical areas such as establishing curriculum, hiring new teachers, and setting discipline policy; and their career continuation plans.

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Chapter 1 • Introduction

American school principals have highly complex jobs that are variously described as building managers, personnel administrators, agents of change, boundary spanners, disciplinarians, cheerleaders, and instructional leaders (Smith & Andrews, 1989). Regardless of the roles these individuals play, however, few dispute that principals have emerged as primary players in the improvement of school instructional programs. Remarkably, this important role for administrators in school improvement has not always been apparent to educational researchers. Early educational research almost ignored the characteristics of these leaders or their influence on schools. As Behling and Champion (1984) noted in their review of principals as instructional leaders,

Considerable research over the past seventy-five years has focused on learners, teachers, and school classrooms, but the role of the principal has been addressed only indirectly. (p. v)

This omission has changed in recent years, however, as concerns with the nation's educational system have encouraged increased scrutiny of schools and school leaders by education, governmental, business, and community groups. Yet, despite the acknowledged primary role of principals in the educational process and the many reform initiatives proposed and implemented in the nation during the last decade, few large-scale, national studies have examined principals' characteristics, behaviors, and beliefs, or tracked the changes occurring in light of the new policies, programs, and expectations.

The 1987-88, 1990-91, and 1993-94 administrations of the Schools and Staffing Survey (SASS) provide the opportunity to use national data to examine policy-relevant issues about the principalship in the reform environment of the late 1980s and early 1990s. The National Center for Education Statistics (NCES) of the U.S. Department of Education regularly conducts this national survey of public and private schools, public school districts, principals, and teachers. First conducted during the 1987-88 school year, the SASS samples approximately 10 percent of the nation's schools. The school administrators or principals of these schools are surveyed, along with a subsample of each school's teachers. Additionally, for public schools, the district superintendent for each of the sampled schools receives a questionnaire focused on district-level information. The integrated structure of SASS allows links between principal responses and contextual data collected from teachers, schools, and districts.¹

Schools and Staffing Survey data cannot directly demonstrate the effectiveness of educational programs and practices or their influence on the characteristics or performance of school leaders. The data can, however, provide strong descriptive information about the principalship during this important period, and the data can be linked to important policy issues. The data from the three SASS administrations can also indicate changes that have taken place between 1987 and 1994, a period when policy makers developed and

¹See appendix C for a more extensive description of SASS.

implemented many reform initiatives. Thus the purposes of this report are to provide descriptive information about the principalship, place that information in a policy context, and identify significant trends that may have implications for future policy.

Context for Examining the Principalship

Publication of *A Nation at Risk* in 1983 (National Commission on Excellence in Education, 1983) catalyzed widespread school improvement initiatives in the 1980s. State agencies and local communities answered the call for reform by enacting policies to tighten educational standards, strengthen professional certification requirements, and increase accountability. One report (U.S. Department of Education, 1984) estimated that 275 state and local task forces were formed to work on educational issues within 12 months of publication of *A Nation at Risk*. Notably, these early reform activities were based predominantly on the belief that school professionals had become "lax" and that increased supervision and regulation would improve the process and outcomes of schooling (Hallinger, Murphy, & Hausman, 1992). For example, Illinois' *Education Reform Act of 1985* (1) mandated that principals spend the majority of their time as instructional leaders, (2) increased requirements for all types of state certification, and (3) required that local education agencies publish yearly "report cards" comparing student outcomes to state and local standards (Illinois State Board of Education, 1985).

While the release of *A Nation at Risk* initiated a wave of reform activities in many states (see e.g., U.S. Department of Education, 1984; Miller, 1987), concern with the effectiveness of American schooling continued, ultimately resulting in a second round of reform activities precipitated in 1989 by the Governors Education Summit in Charlottesville, Virginia. In the aftermath of that meeting, American school reform was transformed into school restructuring,

a process that focused, at least initially, not on repairs to the existing system as targeted under the earlier reform activities, but rather on the "reshaping of the entire educational enterprise" (Hallinger et al., 1992, p. 330). Principals constitute a primary group in school restructuring, being both the agents of change by virtue of their roles as school managers and instructional leaders (see e.g., Bossert, Dwyer, Rowan, & Lee, 1982; Pajak & McAfee, 1992), and targets of change given their increased accountability for school outcomes and the restructuring efforts that require principals to share decision making with teachers (see e.g., Heck, Larsen, & Marcoulides, 1990).

Small, descriptive studies have examined specific aspects of the reform process including, for example, administrative support for reform (see e.g., Hallinger et al., 1992), the activities of principals in this transitional period (Stronge, 1988), and the elements of success for effective principals (Cooper, 1989; Queen, 1989). Other larger studies examined only segments of the school administrator population (e.g., the National Association of Elementary School Principals' decennial survey of elementary principals reported by Doud, 1989) or focused on single topics (e.g., fringe benefits and the opinions of school personnel reported by the research arm of the major principal and administrator professional associations, the Educational Research Service [ERS], 1986, 1991). Little broad policy-relevant research, however, is available to assess the impact of the two waves of school reform on the principalship or to inform future policy initiatives. The Schools and Staffing Survey partially fills this void by providing descriptive information about the changing nature of the individuals who serve as principals, including their perceptions of challenges they face.

The Schools and Staffing Survey

The multiple administrations of SASS (1987-88, 1990-91, and 1993-94) provide a unique

opportunity to examine the policies, practices, and perceptions of the nation's public and private schools, school districts, principals, and teachers. Schools and Staffing Survey has been described as:

The most thorough and comprehensive survey of American education concerning the school work force and teacher supply and demand that has ever been conducted in this country (Choy et al., 1993, p. iii).

Major categories of data collected by SASS include school and school administrator characteristics, teacher characteristics, programs and policies, teacher supply and demand, and the opinions and attitudes of teachers and school administrators regarding policies and working conditions. The ability to link survey data for individual principals, schools, teachers, and districts enhances the analytical potential of the data, as does the use of comparable questions in each round of administration.

This report is based mainly on responses to survey questions that examined the demographic characteristics, educational backgrounds, training and experiences, and attitudes and perceptions of the nation's public and private school principals during the 1987-88, 1990-91, and 1993-94 school years. These data were from responses to the following questionnaires:

- School Administrator Questionnaire, 1987-1988;
- Public School Administrator Questionnaire, 1990-1991;
- Private School Administrator Questionnaire, 1990-1991;
- Public School Principal Questionnaire, 1993-1994; and

- Private School Principal Questionnaire, 1993-1994.

Analyses of school-level administrators could not be done, however, without also considering the environment in which they operate. Consequently, the following additional SASS instruments were used, where necessary, to obtain descriptive information about the schools in which administrators are located and the teachers whom they lead, including factors such as student characteristics and school descriptors:

- Teacher Demand and Shortage Questionnaire for Public School Districts, 1987-88, 1990-91, and 1993-94;
- Public and Private School Questionnaires, 1987-88, 1990-91, and 1993-94; and
- Public and Private School Teacher Questionnaires, 1987-88, 1990-91, and 1993-94.

One of the objectives for this descriptive report of public and private school principals was the comparison of findings between school years (i.e., the results of 1987-88 vs. 1990-91 vs. 1993-94 findings). While the overall focus of the School Principal Questionnaire remained essentially unchanged between 1987-88 and 1993-94, the questionnaire was expanded each year. Comparisons between school years were complicated slightly by modifications in sampling design and questionnaire and item development between the three administrations. Appendix C discusses those differences and their relationship to the methodology employed.

This report uses SASS data to provide a comprehensive portrait of the American public and private school principalship during the 1993-94 school year and to assess changes over the six previous years. To highlight trends, many of the tables and figures in this report present results from each of the three survey years. Other tables and figures present only 1993-94

data where current information is more relevant or when temporal changes are insignificant.

Overview of the Report

Many issues guided the preparation of this report. These issues were identified through a careful review of the current literature on school administration, especially in the context of school reform; a detailed examination of the 1987-88, 1990-91, and 1993-94 SASS instruments; and the reports developed from the 1987-88 and 1990-91 SASS (Hammer & Gerald, 1990; Hammer & Rohr, 1993; Choy, Henke, Alt, Medrich, & Bobbitt, 1993). The issues fell under the following four broad topics, which correspond to the subsequent chapters of this report:

- Demographics of the principalship;
- Training and experience of principals;
- Principals' perceptions of problems in their schools; and
- Principals' goals, influence, and career plans.

This report presents findings of interest to practicing educators, researchers, and policy makers at the national, state, and local levels. The body of the report is nontechnical and descriptive in nature, with considerable effort devoted to the presentation of analytic findings in ways that facilitate comprehension. Reading this report does not require any statistical expertise. Differences and similarities discussed in the text, however, have been evaluated for statistical significance using Student's *t* statistic adjusted for multiple comparisons with the Bonferroni procedure at the $\alpha=.05$ level.²

²A description of the statistical procedures is included in appendix C.

This first chapter has provided background information that sets the stage for the discussions of specific issues that follow. The remaining chapters of the report are organized around the topics listed above. The chapters highlight and display data of particular interest on issues relevant to each topic.

All numbers appearing in the figures and tables in the following chapters, as well as numbers cited in the text, also appear in the tables of estimates in appendix A. The figures and tables in the chapters highlight important variables discussed in the text. Where numbers cited in the text do not appear in these figures or tables, a reference for an appendix table is provided (in parentheses with the prefix A).

Appendix B includes tables of standard errors for the estimates presented in appendix A. Appendix C contains technical notes for the report and includes a discussion of sampling, data collection, and analysis. Appendix D provides a list of additional reports and other publications on the Schools and Staffing Survey.

National Center for Education Statistics is interested in the readers' reactions to the information presented in this report and to the content of the surveys used to collect the information. Recommendations to improve the survey effort are welcomed. If you have suggestions or comments, want more information about this report, or would like copies of the questionnaires, please contact:

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Chapter 2 • Demographics of the Principalship

The demographic characteristics of principals may be especially important because some research has suggested that factors such as sex predict both the types of activities in which school administrators engage and their career paths and ultimate accomplishments in the field. For example, Andrews and Basom (1990) noted that female principals spend more time observing teachers in their classrooms, are more concerned with student accomplishments, and value teacher productivity more than their male counterparts. Women administrators are more likely to be seen as instructional leaders in their schools (Smith & Andrews, 1989) by virtue of their greater years of experience as teachers and the different administrative and supervisory strategies they bring to the job.

School desegregation contributed to decreases in the number of African-American principals (Weinberg, 1977), and some researchers (e.g., Miklos, 1988) contend that subsequent school and district practices have meant that minority principals are more likely to be placed in schools with high proportions of students of similar ethnic or cultural groups and perhaps to have been appointed through application of special criteria. Both factors may affect opportunities for further advancement. In any case, minority principals may differ from nonminority administrators in important characteristics. These differences may include years of prior classroom teaching experience, the nature of their previous positions in the field, the nature of their current appointment, salaries and benefits, perceived control over the educational process, and age at hiring (see Miklos, 1988).

Principal age may have important implications especially for career opportunities and accomplishments for both women and minorities (Miklos, 1988). Administrators assigned early in their careers (i.e., in their middle to late 30s) may be more likely to later serve in larger schools (e.g., as high school principals) and to hold district-level positions. Previous studies have shown, however, that women and minority administrators both teach longer and enter administration later than white males (Andrews & Basom, 1990; Miklos, 1988). These patterns may limit both the length and type of administrative careers because they conflict with career norms that favor youthful career entry.

Following an overview of the demographics of the principalship, the sections below address in turn issues of sex, race-ethnicity, and age. These demographic characteristics affect other issues as well. Thus, sex, race-ethnicity, and age will be examined further as other topics are addressed in subsequent chapters of the report.

Demographic Overview

Table 1 shows the total number of public and private school principals by region for the 1987-88, 1990-91, and 1993-94 school years.¹ As the table indicates, the total number of public school principals grew between 1987-88

¹Text tables and figures highlight important variables. All numbers and percentages are drawn from tables of estimates in appendix A (referenced in the text with the prefix A).

**Table 1.—Number of public and private school principals by region:
1987-88, 1990-91, 1993-94**

Region	Public			Private		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
TOTAL	77,890	78,890	79,618	25,401	23,881	25,015
Northeast	13,854	13,705	13,469	6,299	5,272	5,966
South	25,890	25,838	26,308	6,995	6,115	6,777
Midwest	22,465	23,124	23,144	7,644	7,462	7,302
West	15,680	16,223	16,698	4,463	5,031	4,971

NOTE: Details may not add up to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (Administrator Questionnaire), 1990-91 (Administrator Questionnaires), 1993-94 (Principal Questionnaires).

and 1993-94 (up 2.2 percent), reflecting a change in the number of public schools during that period. The growth occurred mainly in the west (up 6.5 percent). The number of private school principals showed no change across the six-year period.

Table 2 provides an overview of important characteristics of the public and private principal population for 1993-94. Elementary principals outnumbered secondary principals by a ratio of almost three to one in public schools and nearly six to one in private schools. Thirty percent of private school principals, however, served in schools that combine elementary and secondary levels, compared to 4 percent of public school principals. In 1993-94, 65 percent of public school principals were men, compared to 46 percent of private school principals. Most public and private principals were white non-Hispanic, and they were, on average, in their late 40s.

The sections that follow examine specific demographic characteristics (sex, race-ethnicity, and age) of public and private school

principals in relation to a variety of school and community characteristics and in relation to salaries and benefits. Comparisons among estimates from the 1987-88, 1990-91, and 1993-94 school years highlight trends.

Sex

As figure 1 illustrates, the majority of public school principals during the 1987-88, 1990-91, and 1993-94 school years were men. During the 1993-94 school year, 59 percent in urban fringe/large town public schools were male, and 75 percent of principals in rural/small town public schools were male, although in central city schools there were no sex differences (table A4). Similarly, for public schools in 1993-94, 63 percent of principals in districts with 5,000 to 9,999 students were male, 74 percent in districts with 1,000 to 4,000, and 79 percent in districts with less than 1,000 students (table A3). In public schools where 50 percent or more of the students were eligible to receive free or reduced-price lunch, 60 percent of the principals in 1993-94 were male; in schools where 20 to 40 percent were free-

**Table 2.—Overview of characteristics of public and private school principals:
1993-94**

Principal characteristic	Public	Private
School level		
Elementary	71.9%	59.5%
Secondary	24.4%	10.3%
Combined	3.7%	30.2%
Sex		
Male	65.4%	46.4%
Female	34.5%	53.6%
Race-ethnicity		
American Indian/Alaska Native	0.8%	0.5
Asian/Pacific Islander	0.8%	0.7
Black non-Hispanic	10.1%	4.2%
White non-Hispanic	84.2%	92.5%
Hispanic	4.1%	2.1%
Total minority	15.7%	7.5%
Average age	47.7	47.1
Average salary	\$54,857	\$32,075

NOTE: Details may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Principal Questionnaires).

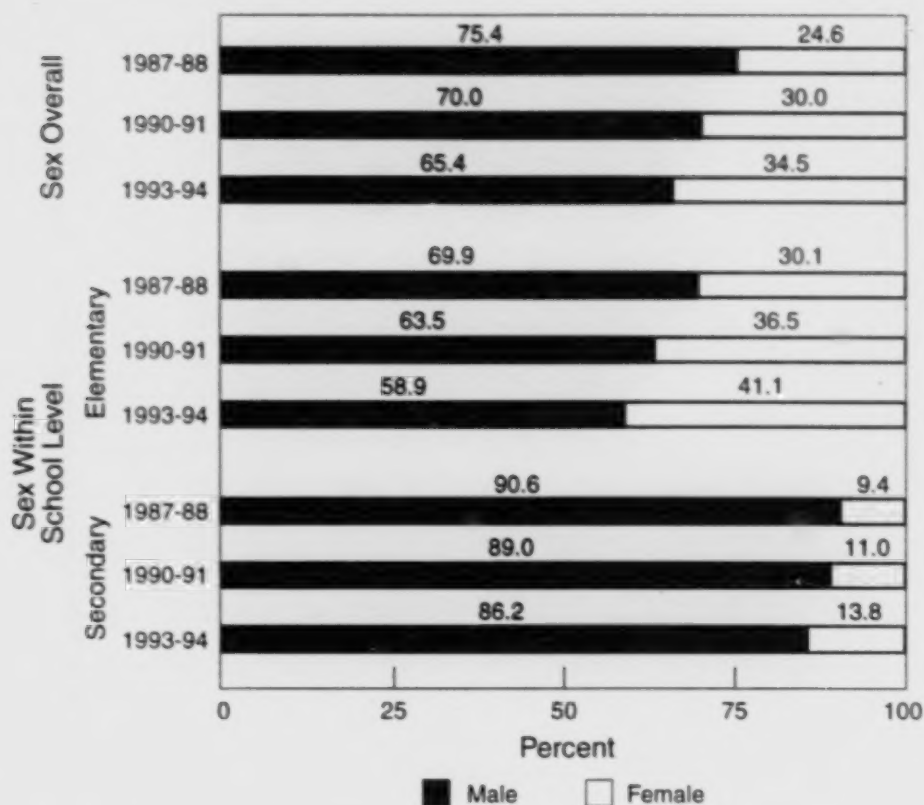
lunch eligible, 68 percent of principals were male; and in schools where less than 20 percent of the students were eligible, 69 percent of the principals were male (table A5). Additionally, as figure 1 shows, in 1993-94 principals were more likely to be male in public secondary schools (86 percent) than they were in public elementary schools (59 percent).

In contrast to the continuing male majority in the principalship, the proportion of female principals in public schools increased between the 1987-88 and 1993-94 school years. Thirty-four percent of principals were women in 1993-94, up from 25 percent in 1987-88 (table A1). The increase is prominent in public

elementary schools, where women occupied 30 percent of the principalships in 1987-88 and 41 percent in 1993-94 (table A6), but also can be seen in secondary schools (9 percent in 1987-88 to 14 percent in 1993-94). No change is found in public combined schools. The trend is also strong in larger districts, where the proportion of female principals rose from 22 percent in 1987-88 to 37 percent in 1993-94 in districts with 5,000 to 9,999 students, and from 35 percent to 47 percent in districts with 10,000 or more students (table A3).

Both attrition and hiring can contribute to changes in principal demographics. Examining characteristics of principals with less than three years of experience highlights hiring

Figure 1.—Percentage of public school principals by sex and sex within school level: 1987-88, 1990-91, and 1993-94



NOTE: Details may not add to 100 percent due to rounding.

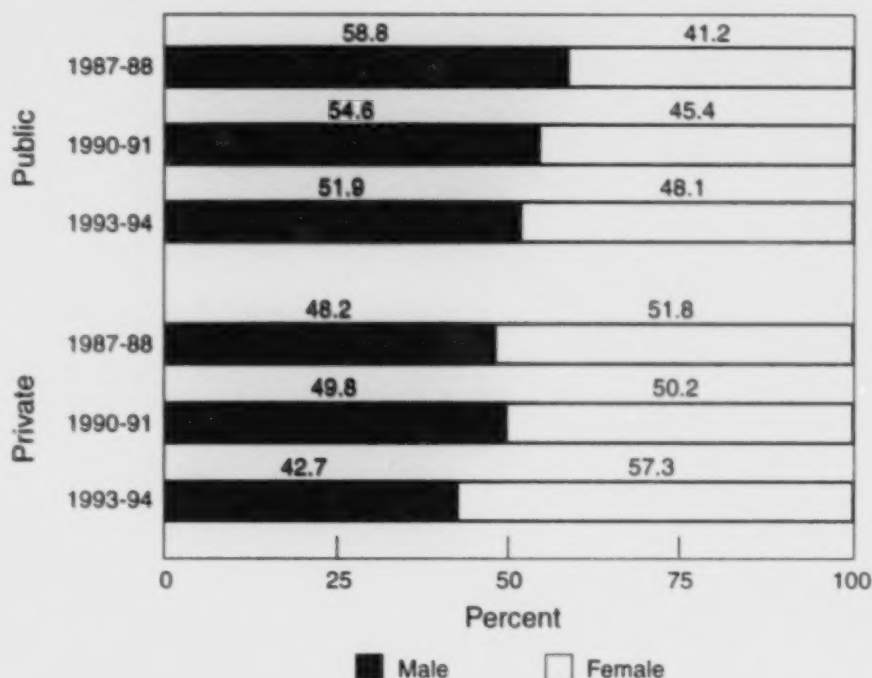
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (Administrator Questionnaire), 1990-91 (Administrator Questionnaire), 1993-94 (Principal Questionnaire).

patterns. For each of the school years 1987-88, 1990-91, and 1993-94, the proportion of new public school principals who were women was greater than the overall proportion of female principals (table A7). Additionally, as figure 2 illustrates, the percentage of new public school principals who were female rose from 41 percent in 1987-88 to 48 percent in 1993-94. These data suggest that changing hiring patterns, not simply a higher attrition rate for men, have contributed to the increase in the

proportion of public school principals who are women.

The picture is different for private schools. As figure 3 shows, for the 1993-94 school year, women constituted a majority of private school principals. Comparable percentages of female principals existed in both 1987-88 and 1990-91. Nearly two-thirds of elementary principals were women in each year, while, as with public schools, a greater percentage of private

Figure 2.—Percentage of new public and private school principals by sex: 1987-88, 1990-91, and 1993-94



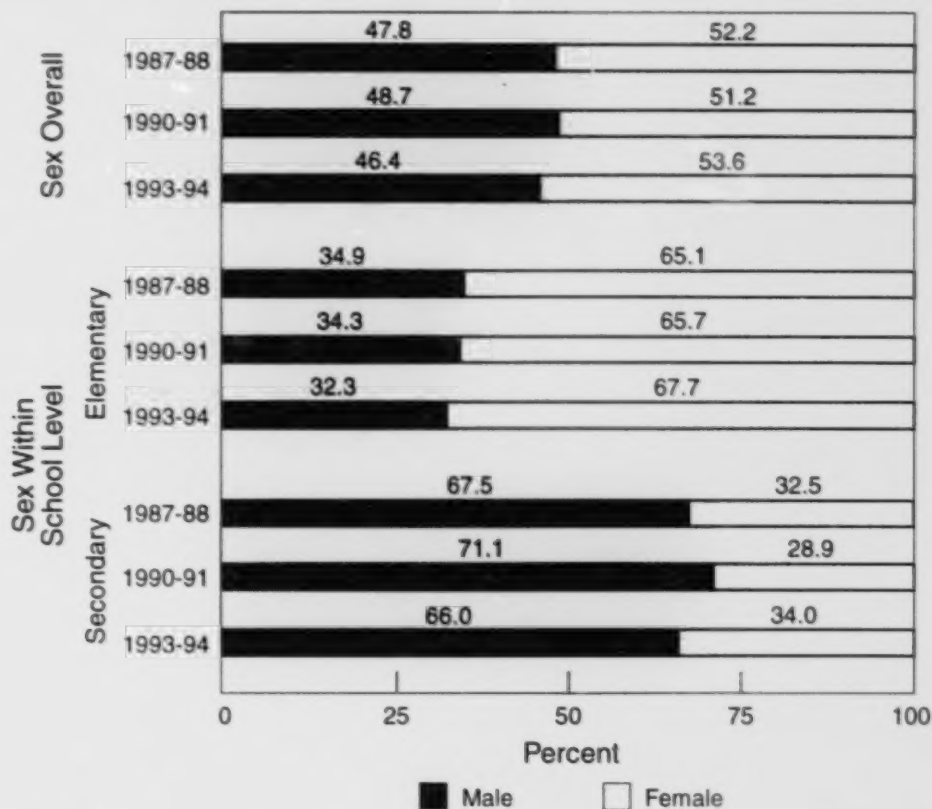
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (Administrator Questionnaire), 1990-91 (Administrator Questionnaires), 1993-94 (Principal Questionnaires).

secondary principals were men. In contrast to public schools, the proportion of men to women principals in private schools remained relatively constant in elementary and secondary schools for the three school years. Additionally, as figure 2 illustrates, the proportion of new private school principals who were female (52 percent for 1987-88, 50 percent for 1990-91, and 57 percent for 1993-94) was comparable for each of the years to the overall percentages of private school principals who were female. The data suggest little change in hiring patterns among private schools.

The increasing ratio of female to male principals in public schools is one indication of

greater equity in school leadership. Another indication is the comparability of the salaries and benefits these principals received. For the 1993-94 school year, average salaries for male and female principals in public schools were quite similar (\$54,922 for males, \$54,736 for females). Moreover, salaries for male and female principals were comparable at all education levels (table 3). For public schools during the 1993-94 school year, there was also little difference between men and women principals with regard to the employment benefits they received, including medical and life insurance and retirement plans (table A10).

Figure 3.—Percentage of private school principals by sex and sex within school level: 1987-88, 1990-91, and 1993-94



NOTE: Details may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (Administrator Questionnaire), 1990-91 (Administrator Questionnaire), 1993-94 (Principal Questionnaire).

For private schools, differences between male and female principals in salaries and benefits were apparent. For example, as table 3 shows, in 1993-94 private male principals earned an average of \$35,597 while female principals earned an average of \$29,185. For 1993-94, private principals overall were less likely to receive benefits than were public school principals, with the exception of in-kind benefits, which were more frequently available to private school principals (table A10). As with

public schools, however, no sex-related differences were found in regard to benefits in 1993-94.

Race-Ethnicity

Figure 4 illustrates that, in 1993-94, the great majority of public and private school principals were white non-Hispanic (84 percent for public schools, 92 percent for private schools). The white majority was found in all regions of

Table 3.—Public and private school principals' average salary by sex and highest degree earned: 1993-94

Highest degree	Sex	
	Male	Female
Public		
All degrees	\$54,922	\$54,736
Bachelor's	44,907	38,112
Master's	53,820	54,241
Ed. specialist/prof. diploma	55,424	55,313
Doctorate	62,694	59,535
Private		
All degrees	35,597	29,185
Less than bachelor's	14,428	23,197
Bachelor's	26,180	22,982
Master's	39,029	31,432
Ed. specialist/prof. diploma	40,947	31,449
Doctorate	52,729	47,239

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Principal Questionnaires).

the country (table A2). The percentage of minority principals in public schools did increase, however, between 1987-88 and 1993-94 from 13 to 16 percent (table A1).

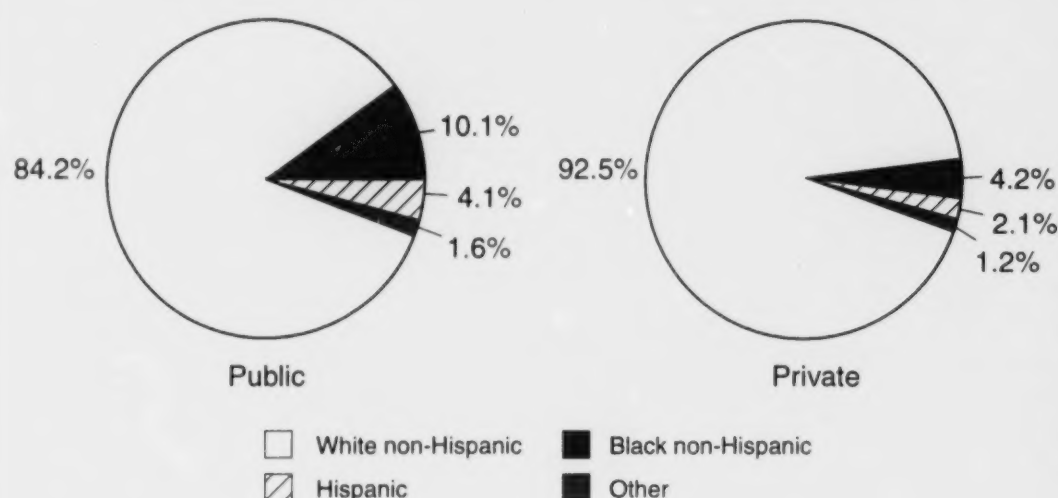
For public schools, the proportion of minority principals was low in all types of communities, although the proportion varied considerably among the community types. Specifically, for 1993-94, 35 percent of principals in central city schools were minorities, 15 percent in urban fringe/large town schools were minorities, and in rural/small town schools 7 percent were minorities (table A4). For that same year, the percentage of minority public principals was low for elementary (17 percent) and secondary schools (12 percent) (table A6).

Relatively few minority principals served in public schools in districts with less than 1,000

students (4 percent in 1993-94) (table A3). The percentage of minority principals increased, however, as district size increased; and in districts with 10,000 or more students, 29 percent of principals were minorities. Additionally, for 1993-94, in public schools with less than 20 percent of students eligible to receive free or reduced-price lunch, 7 percent of the principals were minorities; and in schools where 50 percent or more students were eligible, 32 percent of principals were minorities (table A5).

Overall, private schools employed a smaller proportion of minority principals than did public schools, as figure 4 illustrates. For 1993-94, approximately 8 percent of private school principals were minorities. This percentage changed little between the 1987-88 and 1993-94 school years (table A1). Eight

Figure 4.—Percentage of public and private school principals by race-ethnicity: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Principal Questionnaires).

percent of new private school principals (those with less than three years as principals) were minorities in 1993-94, which does not signal any meaningful change (table A7).

As is the case with sex, comparing salaries and benefits of principals by race-ethnicity provides an indication of the extent to which equity exists. Table 4 shows that, for public schools in 1993-94, average salaries for minority principals (\$56,956) were higher than those for white principals (\$54,466).² For private schools, salary differences between white and minority principals were not significant (table A8). In 1993-94, for both public and private

schools, white and minority principals did not differ in regard to receiving medical insurance, dental insurance, life insurance, or retirement plans (table A10). This finding regarding benefits changed for public schools since 1987-88, when white principals were more likely than minority principals to receive medical insurance, life insurance, and retirement plans.

Age

The average age of public school principals rose slightly from school years 1987-88 (46.8 years) to 1993-94 (47.7 years), as did the average age of private school principals (45.4 years to 47.1 years) (table A1). For 1993-94, the average age of private school principals did not differ from public principals. Figure 5 highlights the age distribution by showing the proportion of oldest and youngest public and private principals for each school year. In public schools, the percentage of principals in

²Higher average salaries for minority principals in public schools are likely to be associated with higher salaries in central city schools (table A9), where the relative proportion of minority principals is highest (table A4).

Table 4.—Public school principals' average salary by race-ethnicity and highest degree earned: 1993-94

Highest degree	Race-Ethnicity					Total minority
	Am. Ind/ AK Nat.	Asian/ Pac. Isl.	Black non- Hispanic	White non- Hispanic	Hispanic	
All degrees	\$51,117	\$59,446	\$57,699	\$54,466	\$55,862	\$56,956
Master's	49,035	60,041	56,870	53,488	55,990	56,342
Ed. specialist/ prof. diploma	57,390	55,952	56,765	55,242	54,458	56,284
Doctorate	—	—	63,725	61,270	61,413	62,854

— Too few cases for a reliable estimate.

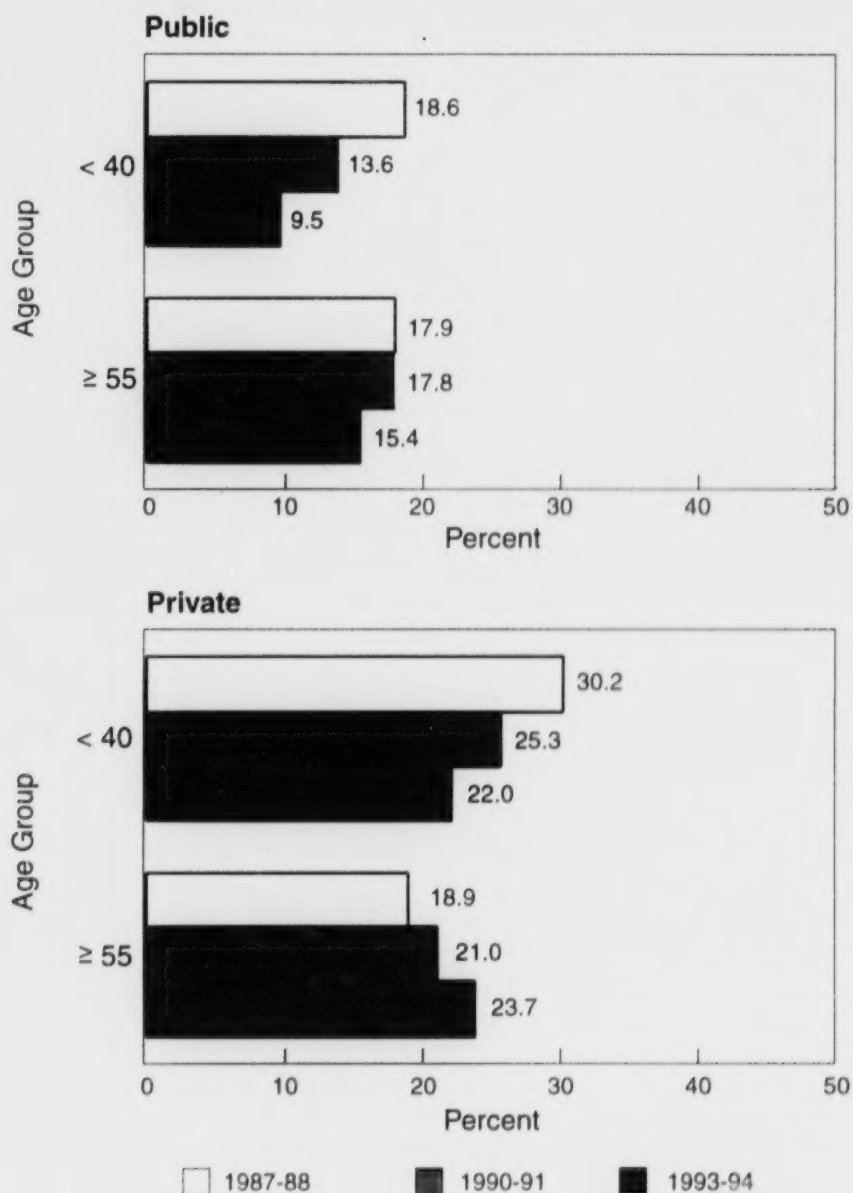
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Principal Questionnaire).

the 55-and-over group changed little between 1987-88 (18 percent) and 1993-94 (15 percent). Across those years, however, the percentage of principals in the under-40 group dropped from 19 percent to 10 percent. In private schools between 1987-88 and 1993-94, the under-40 group also decreased from 30 percent to 22 percent, while the 55-and-over group showed no significant change.

An examination of public school principals' average age in 1993-94 in relation to school and community variables finds few noteworthy differences. The average age of principals, however, did increase as district size increased. Thus for 1993-94, principals' average age was 46.3 years in districts of less than 1,000 students and 48.8 years in districts of 10,000 or more (table A3).

Not surprising, new public and private school principals (those with fewer than three years as principals) were younger than the average principal (table A7). For 1993-94, new public principals' average age was 44.1 years, compared to 47.6 years for all public principals. The average age for new public principals, however, rose across the six-year period, from 41.6 years in 1987-88 to 44.1 years in 1993-94. Looking at new public school principals across age groups shows that the percentage of new principals under age 35 dropped significantly between 1987-88 (13 percent) and 1993-94 (7 percent), as did the percentage in the 35-39 group (from 27 percent to 15 percent). On the other hand, an increase occurred in the 45-49 age group, which rose from 18 percent to 32 percent.

Figure 5.—Percentage of public and private school principals in the oldest and youngest age groups: 1987-88, 1990-91, and 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (Administrator Questionnaire), 1990-91 (Administrator Questionnaires), 1993-94 (Principal Questionnaires).

Chapter 3 • Training and Educational Experiences of Principals

Most states require public school principals (and, in some states, private school principals) to have training in educational administration from state-approved programs, which often leads to a master's or other advanced degree in educational administration. The approved programs, however, have been criticized in recent years (e.g., Hodgkinson, 1992; Marshall, Rogers, & Steele, 1993; Smith & Greene, 1990). Principals have been among the harshest critics. For example, as Miller (1987) has reported, principals have argued that their specified academic preparation was inadequate and unrelated to the realities of their jobs. In fact, the most important element of training identified by these individuals was unrelated to the formal curriculum at all. As these current principals pointed out, their teaching experience and their on-the-job experience as principals provided the best training (Miller, 1987). The assistant principalship often serves as the training and orientation for prospective principals. Unfortunately, this position usually pulls administrators away from an orientation to instruction and attunes them to political, bureaucratic, and managerial functions (Marshall, 1989, 1992; Greenfield, 1985; Greenfield, Marshall, & Reed, 1986).

Proposed revisions to administrator preparation programs have been frequent. Some researchers suggest that advanced degrees in curriculum and instruction (Smith & Greene, 1990) or in a substantive area besides education be prerequisites for training in educational administration. The National Association of Elementary School Principals' report, *Principals for the 21st Century*, identified several building blocks for administrator training programs.

The group's suggestions included less generic preparation for administrators in favor of other approaches that address the specific challenges of principals in particular schools, replacement of the existing principal internship with experiences that provide more practical job-related activities, and additional training in effective instructional and school practices (e.g., vision, communication strategies, evaluation, and instructional development).

This chapter examines the preparation of principals. Schools and Staffing Survey questions related to this issue focus mainly on formal education but also include items on internships, inservice training, and prior educational experiences, which researchers have highlighted as important preparatory factors for administrators. The data available through SASS also allow examination of principals' education levels, professional experiences, academic disciplines, and training in relation to various community, school, and demographic characteristics. Looking at changes across the three survey years provides some indication of the impact of reform initiatives directed toward preparing principals as instructional experts and leaders. The chapter is organized under three areas: education and training, field of study for degree programs, and prior experience in education.

Formal Education and Training

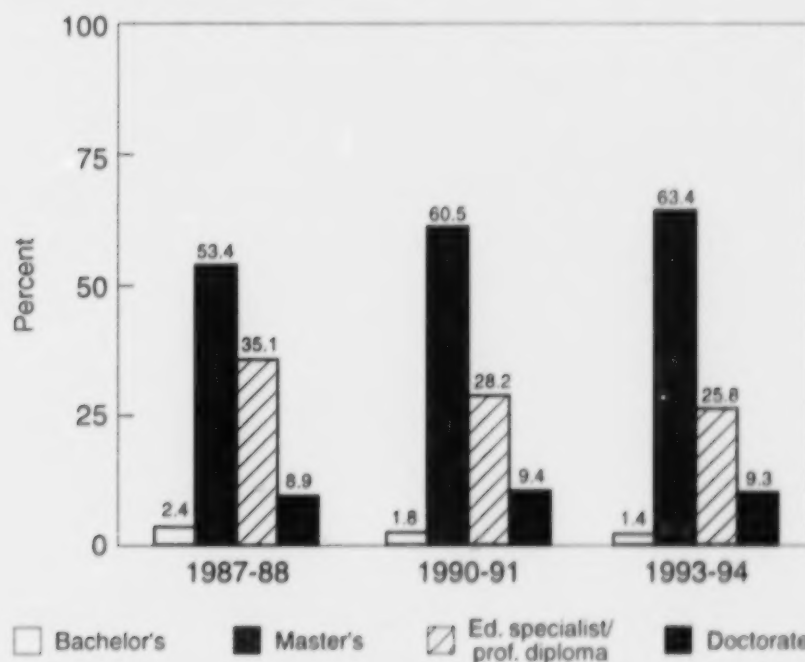
In 1993-94, almost two-thirds of public school principals held master's degrees as their highest degree and slightly over one-third were educated at a post-master's level (i.e., education specialist/professional diploma or doctorate).

Figure 6 displays the percentage of principals at each education level for the three survey years. As the graphic shows, the percentage of principals in public schools with the master's as their highest degree increased from 53 percent in 1987-88 to 63 percent in 1993-94, while the percentage of principals with doctorates remained essentially unchanged for those two years. The increase in the percentage of public school principals with master's degrees appears to be related to a decline in education specialist degrees and professional diplomas. The percentage of principals with those de-

grees, which require at least one year of training beyond the master's degree, decreased from 35 in 1987-88 to 26 in 1993-94.

One factor contributing to this change may be the lack of financial rewards for post-master's training below the doctorate level. In 1993-94, public school principals with education specialist degrees and professional diplomas earned an average of \$55,383 annually, which was only slightly more than those with master's degrees, who averaged \$53,959 (table A8). The financial incentives associated with

Figure 6.—Percentage of public school principals by highest degree earned: 1987-88, 1990-91, and 1993-94



NOTE: Details may not add to 100 percent due to rounding and because the figure does not include principals with less than a bachelor's degree (<1 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (Administrator Questionnaire), 1990-91 (Administrator Questionnaire), 1993-94 (Principal Questionnaire).

earning a doctorate were higher, however, as principals with doctorates earned an average of \$61,545.

The education levels of public school principals were similar for different community and school types (table A11). Also, as shown in figure 7, for 1993-94, public secondary and elementary principals were nearly equally likely to hold master's degrees (63 percent versus 64 percent) and doctorates (10 percent versus 9 percent).

Differences are apparent between the education level of public and private school principals in 1993-94, as figure 7 illustrates. At the elementary school principals held a bachelor's as their highest degree; 26 percent of private elementary principals held a bachelor's as their highest degree. Additionally, approximately one in three public elementary principals and one in eight private elementary principals completed education above the master's level. At the secondary level, the percentages of public and private principals holding master's degrees and doctorates were comparable. For example, in 1993-94, 63 percent of public secondary principals and 67 percent of private secondary principals held a master's as their highest degree, while 10 percent of public and 12 percent of private secondary principals held doctorates. Differences are apparent, however, in the percentage of principals who completed an education specialist degree or held a professional diploma (25 percent for public and 14 percent for private).

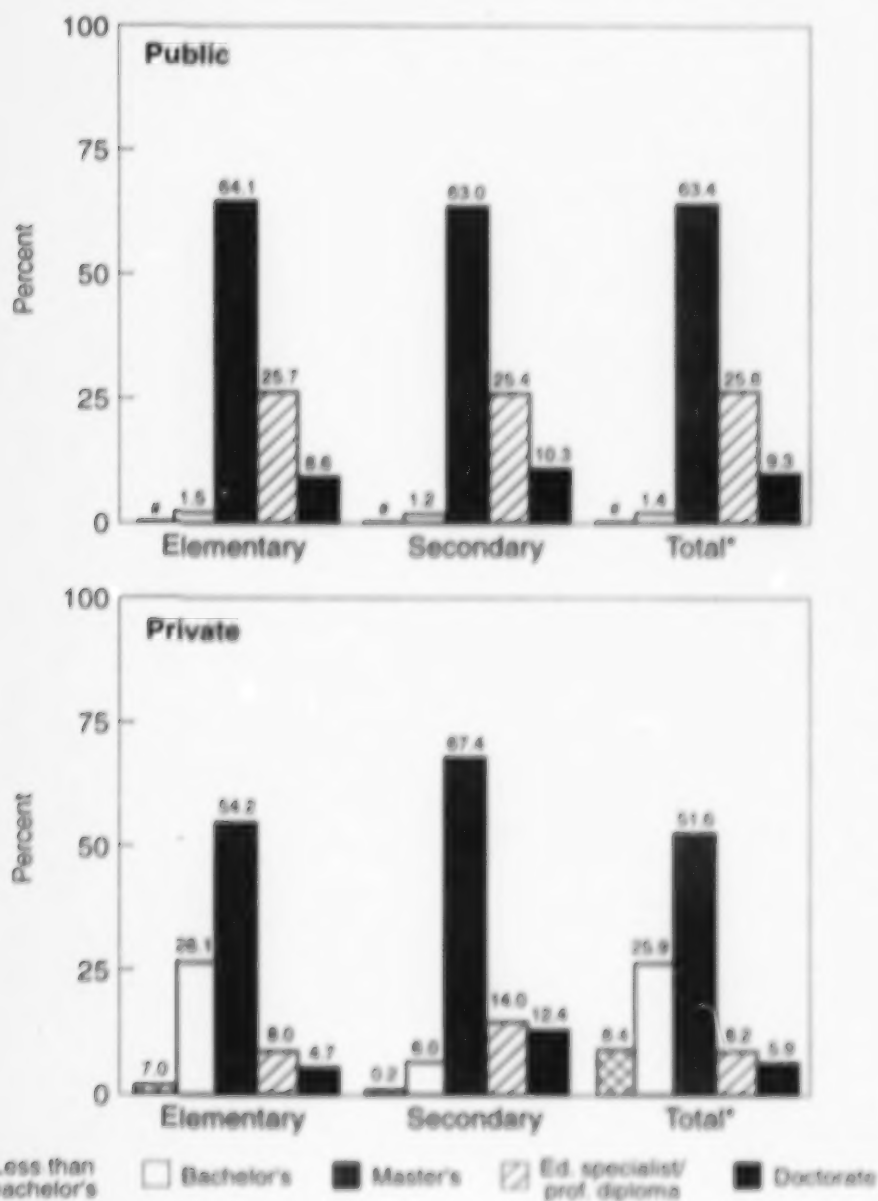
Salary differences between public and private school principals across education levels are also apparent. In 1993-94, private school principals with doctorates earned an average annual salary of \$51,190, which was \$10,355 less than comparable public school principals (table A8). Those with master's degrees averaged \$34,789, or \$19,170 less than their public counterparts, and those with bachelor's degrees averaged \$24,249 or \$17,359 less.

Inservice Training in Administration

In 1993-94, 39 percent of public school principals indicated that, prior to becoming a principal, they had participated in a district or school program for aspiring principals, 86 percent indicated that they had received in-service training in evaluation and supervision, 75 percent had received training in management techniques, and 41 percent had participated in an administrative internship aside from course work for a degree (table A13). For 1993-94, the percentage of private school principals who reported having had aspiring principals training (38 percent) was approximately the same as public principals. Private school principals, however, were less likely to report training in evaluation and supervision (65 percent), training in management techniques (58 percent), and participation in an administrative internship (22 percent).

For public schools in 1993-94, noteworthy variations existed in the percentage of principals who participated in training when viewed in relation to principal and school characteristics (table A13). For example, for 1993-94, more female public principals than male public principals reported having participated in a program for aspiring principals (45 percent versus 36 percent) and in an administrative internship (46 percent versus 39 percent). A contrast is also found for that same year when comparing minority and white public school principal participation in aspiring principals training (58 percent versus 35 percent). With regard to school characteristics, for 1993-94, public principals in central city and urban fringe/large town communities were more likely than principals in rural/small town communities to have participated in an aspiring principals program (52 percent, 43 percent, and 30 percent, respectively).

Figure 7.—Percentage of public and private school principals by highest degree earned by school level: 1993-94



* Estimate is <0.05.

* Total includes combined schools.

NOTE: Details may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Principal Questionnaires).

Field of Study

As figure 8 illustrates, for 1993-94, educational administration remained the predominant field of study for public school principals.¹ For each of the school years 1987-88, 1990-91, and 1993-94, approximately two-thirds of all principals held a degree in that field. Many principals also held degrees in elementary education (39 percent in 1993-94). Overall, few changes were apparent in public school principals' fields of study for the 1987-88, 1990-91, and 1993-94 school years (table A14).

A number of differences can be found between the educational backgrounds of male and female public principals. For 1993-94, 71 percent of male principals and 58 percent of female principals had degrees in educational administration (table A14). Public female principals were as likely to hold degrees in elementary education (58 percent) as in educational administration, and a smaller percentage of male (29 percent) than female principals held elementary education degrees. For 1993-94 in public schools, men were more likely than women to hold degrees in physical education (14 percent versus 3 percent) and more likely to hold degrees in social studies (10 percent versus 3 percent). On the other hand, women were more likely than men to report a

degree in special education (11 percent versus 4 percent).

For 1993-94, private school principals were considerably less likely than their public counterparts to have academic backgrounds in educational administration, with less than 30 percent reporting such degrees (figure 8). Private female principals were more likely to report degrees in elementary education (45 percent for 1993-94) than in educational administration (27 percent); and, for 1993-94, private male principals were as likely to have backgrounds in subject area education (30 percent) as in educational administration (31 percent) (table A14).

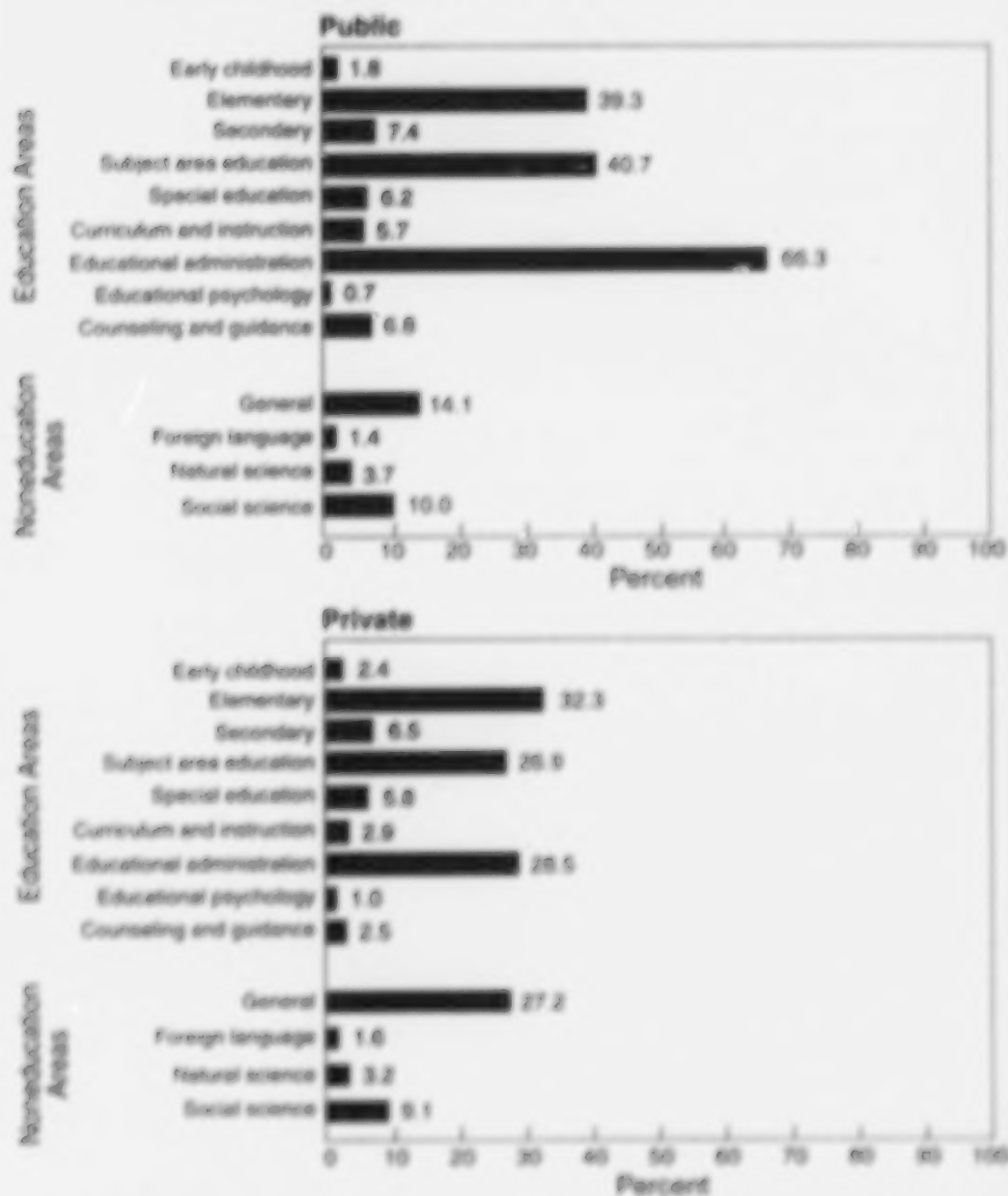
Prior Experience in Education

Not surprising, nearly every principal was a classroom teacher before becoming a principal. Principals in private schools were less likely to have teaching experience than those in public schools, but the overall percentage of both public (99 percent) and private (88 percent) principals with teaching experience remained high in 1993-94 (figure 9).

Across school years 1987-88, 1990-91, and 1993-94, athletic coaching remained a common experience for male principals (38 percent, 39 percent, and 38 percent in public schools in 1993-94; 30 percent, 29 percent, and 29 percent in private schools) and a relatively rare experience for women (4 percent, 4 percent, and 6 percent in public schools in 1993-94; 4 percent, 5 percent, and 4 percent in private schools) (table A15). On the other hand, female principals in public schools were more likely to have experience as curriculum specialists or coordinators compared to male principals (30 percent versus 11 percent) as were female principals in private schools (16 percent versus 10 percent) in 1993-94, the first year that item appeared in SASS.

¹SASS provides information about principals' field of study for each earned degree, including education specialist degrees and professional diplomas that represent at least one year of post-master's study. Because most principals hold more than one degree and may pursue a different field of study for each degree, many principals provided multiple responses to the field-of-study items on the principal questionnaires. Thus the field of study variable is most appropriately analyzed using a duplicated principal count that captures all fields of study across all degrees held. Figure 8 and table A14 show the percentage of public and private school principals who pursued each listed field of study for one or more of their degrees.

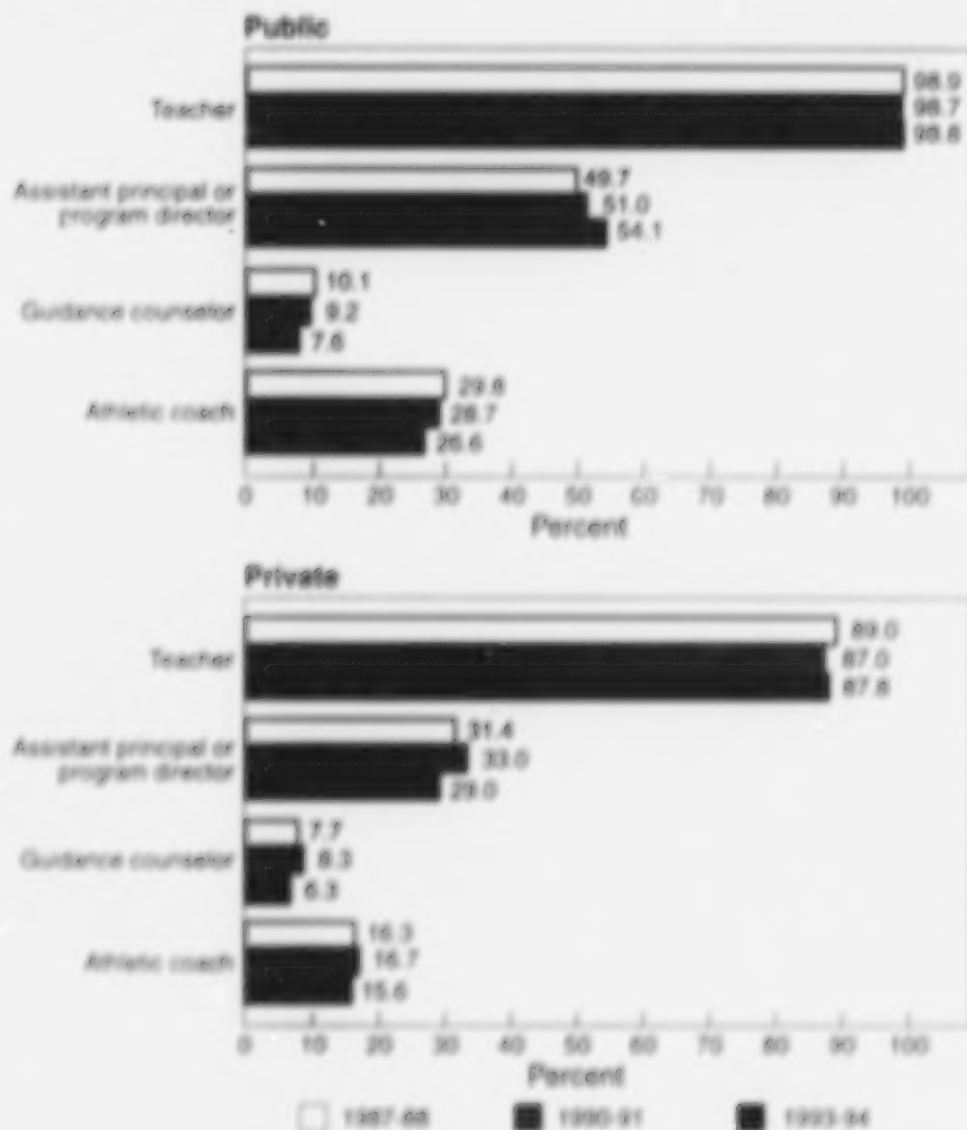
Figure 8.—Percentage of public and private school principals by field of study for bachelor's and higher degrees: 1993-94



NOTE: Because most principals hold more than one degree and may pursue a different field of study for each degree, the figure reports multiple responses from principals with multiple fields of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Principal Questionnaire).

Figure 9.—Percentage of public and private school principals with prior experience in teaching and other selected education roles: 1987-88, 1990-91, and 1993-94

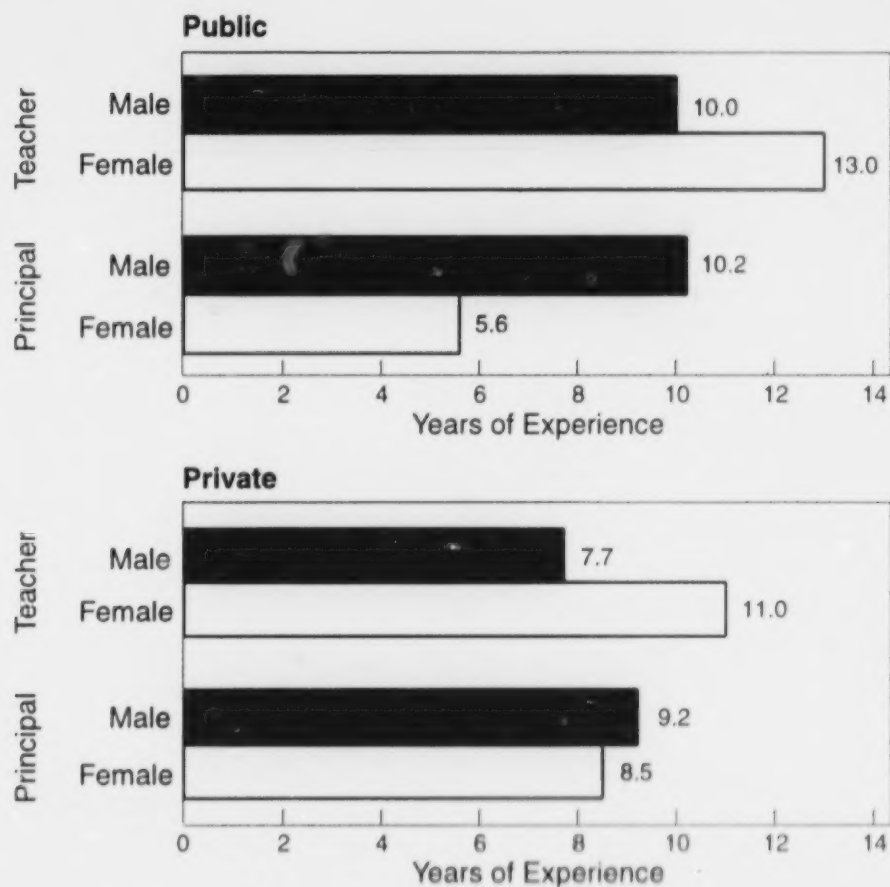


SOURCE: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey*, 1987-88 (Administrator Questionnaire), 1990-91 (Administrator Questionnaire), 1993-94 (Principal Questionnaire).

Also of particular relevance in regard to experience are the number of years of teaching principals have prior to becoming principals and the number of years they have been principals. Overall, the average years of teaching is substantial and seems more than adequate to provide the hands-on instructional foundation most observers believe principals should have (figure 10). For public school principals, the average years of experience as teachers increased slightly from 10 in 1987-88 to 11 in 1993-94, and the average years on the job as principals decreased slightly over the six years (from 10 to 9) (table A16). Private school principals showed no changes overall between 1987-88 and 1993-94 in teaching experience, but exhibited a slight increase in average years as principals (from 8 to 9 years).

A focus on sex and race-ethnicity of principals provides some interesting contrasts. Figure 10 shows that, in 1993-94, public female principals had more experience as teachers before becoming principals than did males (13 versus 10 years). Similarly, private female principals had more teaching experience than their male colleagues (11 versus 8 years). Public female principals in 1993-94 had been in that position for fewer years than their male counterparts (6 versus 10). For public schools in 1993-94, a difference was also apparent in white principals' average teaching experience (11 years) compared to minority principals in general (12 years) and black principals in particular (13 years) (table A16).

Figure 10.—Public and private school principals' average years of experience as teachers and principals: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Principal Questionnaires).

Chapter 4 • Principals' Perceptions of Problems in Their Schools

The number of problems facing school principals is almost infinite and varies by school type, community, and area. Several studies have enumerated some of the problems (see e.g., Goldhammer et al., 1971; ERS, 1991); the Gallup organization's annual public opinion survey of American education is perhaps the best known. The 1992 edition of this *Annual Poll of the Public's Attitudes Toward the Public Schools* (Elam, Rose, & Gallup, 1992) identified the biggest problems facing local schools as (1) use of drugs, (2) lack of discipline, (3) lack of proper financial support for education, and (4) overcrowding and too large schools. Poor curriculum and standards, the focus of much of the early reform activities, ranked a distant fifth place.

The Educational Research Service Educator Opinion Poll poses similar questions to principals on a regular basis. The respondents in the 1991 study identified limited financial support for education as the primary factor hindering the schools (identified by 30 percent of the responding principals). External threats to education were the next most important elements, including inadequate interest and involvement on the part of parents in their children's education (22 percent) and poverty (19 percent). In contrast to current conventional wisdom about American schools, school safety and security issues (e.g., crime, vandalism, gangs) were not considered the most important problems by most principals or the general public.

The next decade will present new and difficult challenges in addition to the current array threatening today's schools. The Schools and

Staffing Survey provides the opportunity to examine principals' perceptions of the most serious problems facing their schools and to compare these perceptions over time. This analysis provides an indication of whether problems vary by school and district characteristics and whether the problems facing American schools are becoming more serious.

Serious Problems Identified

For each of the survey years, SASS asked principals to rate a list of potential problems as either *serious*, *moderate*, *minor*, or *not a problem* in their school. The list of problems contained in the principal questionnaires varied over the three years, with each subsequent questionnaire adding or deleting items to reflect more accurately current issues in education. The 1987-88 instrument listed 13 items, and the 1990-91 instrument had 22 items. For 1993-94, the questionnaire added four new items (*students come to school unprepared to learn*, *poor nutrition*, *poor student health*, and *student problems with the English language*) and excluded two items (*physical abuse of teachers* and *cultural conflict*) to create a 24-item list.

Table 3 presents, by school level for each of the three years, the problems principals identified most frequently as serious problems in their school and the percentage of principals who selected each of those problems. The table lists all the problems that were in the top five for any of the three years. Public elementary school principals most often identified *poverty* as a serious problem for the two years it appeared in the survey (15 percent in 1990-

Table 5.—Percentage of public and private school principals selecting problems as serious in their schools: 1987-88, 1990-91, 1993-94

Most frequently identified problems	1987-88	1990-90	1993-94
PUBLIC			
<i>Elementary</i>			
Poverty	(a)	15.4	17.0
Lack of parent involvement	(a)	11.9	10.2
Parent alcohol/drug abuse	(a)	6.4	7.0
Student apathy	(a)	4.7	5.6
Student absenteeism	3.6	3.6	2.4
Teacher absenteeism	1.6	1.1	0.8
Student tardiness	2.7	3.0	2.3
Physical conflicts among students	2.6	2.3	3.4
Vandalism of school property	0.8	1.0	1.4
Students come unprepared to learn	(a)	(a)	11.6
<i>Secondary</i>			
Poverty	(a)	11.5	13.3
Lack of parent involvement	(a)	19.8	19.7
Student apathy	(a)	13.7	14.7
Student absenteeism	15.3	14.3	11.6
Student tardiness	10.5	10.2	9.2
Student use of alcohol	11.7	14.0	13.3
Students come unprepared to learn	(a)	(a)	12.5
Student pregnancy	6.3	7.4	8.4
Student drug abuse	5.6	3.8	4.6
PRIVATE			
<i>Elementary</i>			
Poverty	(a)	3.0	3.0
Lack of parent involvement	(a)	1.1	1.9
Student apathy	(a)	0.6	0.9
Teacher absenteeism	0.8	0.5	0.1
Students come unprepared to learn	(a)	(a)	1.3
Student tardiness	0.9	1.3	1.2
Student disrespect for teachers	(a)	0.7	0.5
<i>Secondary</i>			
Poverty	(a)	2.4	6.3
Lack of parent involvement	(a)	3.5	5.2
Parent alcohol/drug abuse	(a)	2.9	8.6
Student absenteeism	5.0	1.7	2.3
Student tardiness	5.8	2.0	4.3
Student use of alcohol	5.3	4.1	11.6
Student drug abuse	3.7	1.8	7.1
Student disrespect for teachers	(a)	2.1	3.2

(a) Item not included on SASS questionnaire that year.

NOTE: Principals were instructed to rate each problem as serious, moderate, minor, or not a problem in their schools. The table lists the top five problems principals rated as serious for any of the three years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (Administrator Questionnaire), 1990-91 (Administrator Questionnaires), 1993-94 (Principal Questionnaires).

91 and 17 percent in 1993-94). Twelve percent of public elementary principals identified *students come to school unprepared to learn* as a serious problem, making it the second most common problem for 1993-94, the only year in which it appeared in the survey. *Lack of parent involvement* was also identified as a serious problem by more than 10 percent of public elementary principals for 1990-91 and 1993-94, the two years it appeared.

For public secondary principals for 1990-91 and 1993-94, *lack of parent involvement* ranked first on the list of problems facing schools, with nearly one-fifth of principals selecting it as a serious problem. *Student apathy* (14 percent in 1990-91, 15 percent in 1993-94) and *poverty* (12 percent in 1990-91, 13 percent in 1993-94) were also identified frequently for those two years by public secondary principals. Among the items that were on the questionnaires all three years, public secondary principals selected *student use of alcohol* (12 percent in 1987-88, 14 percent in 1990-91, 13 percent in 1993-94), *student absenteeism* (15 percent, 14 percent, 12 percent), and *student tardiness* (10 percent, 10 percent, 9 percent) among the top problems each of those years. *Students come to school unprepared to learn* was also selected relatively frequently by public secondary principals for 1993-94 (12 percent).

Two problems involving serious misconduct that were identified with low frequency by public secondary school principals are worth noting: *verbal abuse of teachers* and *student possession of weapons*. *Verbal abuse of teachers* is noteworthy because the percentage of secondary principals selecting it as a serious problem tripled between the 1987-88 and 1993-94 school years, increasing from 1 percent in 1987-88 to 3 percent in 1993-94. On the other hand, *student possession of weapons* remained relatively infrequently cited as a serious problem (1 percent in 1993-94).

Given the seriousness of this problem, however, it is notable that for 1993-94 one of every one hundred secondary principals identified this item as a serious problem.

Private school principals were less likely than their public counterparts to identify problems in their schools as serious, but they did identify many of the same problems as their public counterparts (table 5). As with the public schools, private elementary principals selected *poverty* (3 percent in 1993-94) and *lack of parent involvement* (2 percent in 1993-94) with the greatest frequency. They identified these problems, however, at much lower rates than their public school colleagues.

A notable exception to the lower frequency of identification of serious problems for private schools can be found in the ratings of three alcohol and drug-related problems by secondary principals for 1993-94 (table A17). For that year, 12 percent of private principals identified *student use of alcohol* as a serious problem in their school, 9 percent identified *parent alcohol/drug abuse*, and 7 percent identified *student drug abuse*. Private secondary principals selected those problems at percentages comparable to public secondary principals (13 percent, 8 percent, and 5 percent). Private secondary principals, like public principals, also frequently selected *poverty* (6 percent in 1993-94) and *lack of parent involvement* (5 percent in 1993-94) as serious problems, but they were less likely to select these problems than their public counterparts.

Not surprising, serious problems identified by principals varied by community type. For example, in public elementary schools for 1993-94 (table A18), central city principals were more likely to identify *poverty* (26 percent) as a serious problem than were principals in either rural/small town schools (16 percent) or urban fringe/large town schools (11 percent). Elementary principals in central cities were

also more likely to select *students come to school unprepared to learn* (19 percent) and *lack of parent involvement* (16 percent) as serious problems than were their counterparts in urban fringe/large town schools (8 percent, 7 percent) or rural/small town schools (10 percent, 9 percent).

At the secondary level for 1993-94, a pattern of problem identification similar to elementary schools emerged (table A19). As with elementary principals, public secondary principals in central cities were more likely to identify *poverty* (22 percent) as a serious problem than were principals in either rural/small town

schools (13 percent) or urban fringe/large town schools (8 percent). Central city secondary principals were also more likely to select *students come to school unprepared to learn* (17 percent) and *lack of parent involvement* (24 percent) as serious problems than were their counterparts in urban fringe/large town schools (9 percent, 16 percent). One frequently identified problem, *student alcohol use*, was more commonly identified as a serious problem by public secondary principals in rural/small towns (16 percent) than those in urban fringe/large towns (11 percent) or in central cities (6 percent).

Chapter 5 • Principals' Goals, Influence, and Career Plans

This chapter focuses on three separate issues that are important in understanding the principal's place in the work environments of school and district. The first of these, educational goals, provides insight into the extent to which a principal has a sense of direction and articulates that direction. The second, influence, relates to the important issue of the principal's control over critical factors that affect the school's performance. The third, plans to continue as a principal, reflects on job satisfaction, self-efficacy, and leadership continuity, all factors that affect a principal's performance and effectiveness.

The articulation of goals for schools and, especially, the ability to mobilize resources to obtain the goals are important attributes of the effective school principal (Bookbinder, 1992). The ability to identify both short- and long-term goals is one of the distinguishing elements between the "beacons of brilliance" and "potholes of pestilence" described by Goldhammer and his colleagues' (1971) study of principals. Typically, goals are described as the instructional leader's "vision"; and effective school leaders are said to have distinct, active, ambitious, and performance-oriented visions. Leithwood and Montgomery (1982) categorized the goals of effective principals in terms of three basic orientations—toward students, teachers, and the larger school district—with primacy assigned to "the achievement and happiness of students" (p. 320). As Finn (1987, p. 21) noted, effective school leaders are "intellectually and emotionally committed to meeting challenges, producing achievements, and uniting the school in shared dedication to excellence" through their goals.

"Producing achievements," however, requires that principals not only set meaningful goals, but that they have the influence to mobilize resources and make changes that will address their goals. Global questions about school effectiveness are essentially meaningless without further specification of the goals desired and the approaches that can be used to accomplish the goals. Thus, it is critical to assess the goals of school administrators and to have an understanding of the influence school leaders have in areas critical to accomplishing their goals.

Principals' career plans have broad implications for policy makers and planners, as well as great potential impact on day-to-day school operations. Estimates of the magnitude of the turnover vary, but most who have studied the issue agree that over half of the nation's public school principals will depart in the 1990s (Miller, 1987; National Association for Elementary School Principals, 1990; Doud, 1989). This numbers over 39,000 principals who must be replaced by new, trained administrators. Examining school administration as a career becomes important for understanding, to the extent possible, the reasons for continuation or departure. This information may be useful in reducing exiting and in improving the chances that the best candidates are recruited, hired, and sustained.

The survey method limits the depth with which the Schools and Staffing Survey can address principals' goals and influence, and many questions of interest in these areas cannot be posed in a structured format. For example, close-ended questions limit the

amount of detail that can be obtained about specific local goals and limit the information that can be obtained about principals' influence directly in relation to achieving those specific goals. The survey responses, however, do provide some broad information about general goals principals view as important and their perceptions of their influence in areas related to these goals. Schools and Staffing Survey provides more complete information about principals' plans for continuing their careers as principals, which can be viewed in relation to school and principal characteristics. The following sections address these issues.

Principals' Educational Goals

Schools and Staffing Survey asks principals to choose the three educational goals they consider most important from a list of eight. The lists for the public and private principal questionnaires included the following seven items:

- building basic literacy skills (reading, math, writing, speaking);
- encouraging academic excellence;
- promoting occupational or vocational skills;
- promoting good work habits and self-discipline;
- promoting personal growth (self-esteem, self-knowledge, etc.);
- promoting human relations skills; and
- promoting specific moral values.

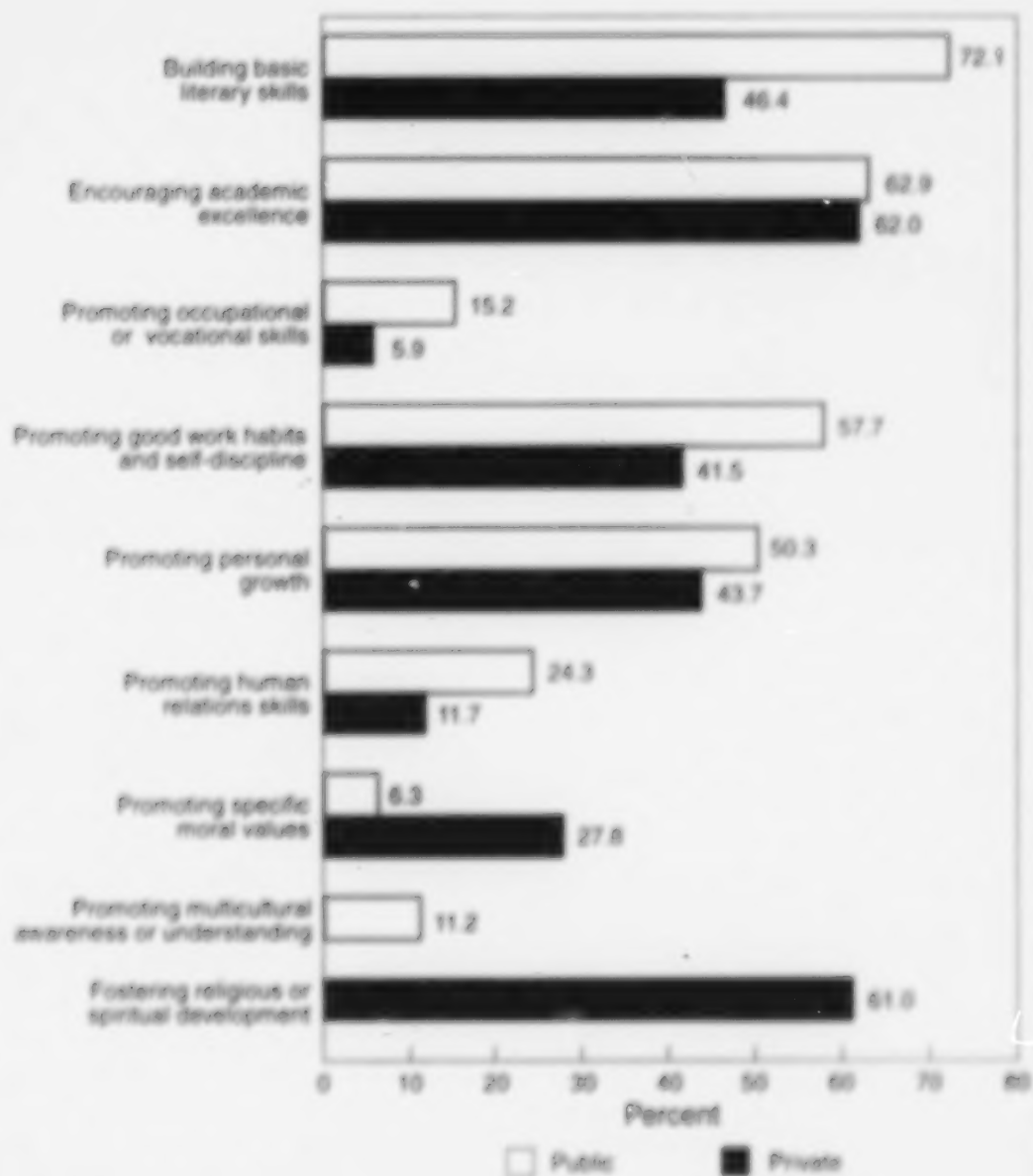
The public principal questionnaire also included the following eighth item: promoting multicultural awareness or understanding. For private principals the eighth item was as follows: fostering religious or spiritual development.

Figure 11 shows, for 1993-94, the percentage of public and private principals who rated each educational goal as first, second, or third most important. Public school principals most often selected goals related to academic performance or to personal development that supports academic performance. Specifically, 72 percent of public school principals selected *building basic literacy skills* as an important goal in their school, 63 percent selected *encouraging academic excellence*, and 58 percent selected *promoting good work habits and self-discipline*. Compared to those three goals, they selected goals regarding vocational skills (15 percent), moral values (6 percent), or multicultural awareness (11 percent) less frequently.

One of the goals private school principals most frequently selected as important for their school in 1993-94, *fostering religious or spiritual development* (61 percent), was not included in the public school principal questionnaire. Otherwise, private principals' pattern of selection was similar to that of public school principals. They, too, frequently selected goals related to academic performance (62 percent chose *encouraging academic excellence*, 46 percent chose *building basic literacy skills*), and they were even less likely than their public counterparts to choose as top goals those related to vocational skills (6 percent) or human relations skills (12 percent). Additionally, private school principals were more likely than public school principals to select *promoting specific moral values* as an important goal (28 percent versus 6 percent).

For 1993-94, the goals selected by principals varied by school level and community type (table A24). For example, public elementary principals were more likely than secondary principals to choose *building basic literacy skills* (75 percent versus 64 percent) and *promoting personal growth* (53 percent versus 44 percent) as one of their top three goals. Private elementary principals were also more

Figure 11.—Percentage of public and private school principals who rated specific educational goals as first, second, or third most important: 1993-94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaires).

likely than their private school counterparts in secondary schools to choose *building basic literacy skills* (48 percent versus 30 percent) as one of their top three goals. Public secondary principals were more likely than elementary principals to choose *promoting occupational or vocational skills* (30 percent versus 9 percent). Public school principals were more likely to choose *promoting multicultural awareness* in central city communities (17 percent) and in urban fringe/large town communities (15 percent) than they were in rural/small town communities (6 percent). On the other hand, public principals in rural/small town communities were more likely to choose *promoting occupational or vocational skills* (19 percent) than were their colleagues in central city communities (14 percent) or urban fringe/large town communities (10 percent).

Principals' Perception of Their Influence

Schools and Staffing Survey asked principals to rate their influence in three important activity areas: establishing curriculum, hiring new teachers, and setting discipline policy. The ratings were on a six-point scale where 1 represented no influence and 6 indicated a great deal of influence.¹ Figure 12 shows the mean ratings of public and private principals for 1993-94. Overall, principals reported they had a great deal of influence in all areas, with public school principals reporting less influence in establishing curriculum (4.4) than hiring new teachers (5.3) or setting discipline policy (5.4). Compared to public school principals, principals in private schools reported more influence in establishing curriculum (5.3 versus 4.4), hiring new teachers (5.6 versus 5.3), and setting discipline policy (5.7 versus 5.4).

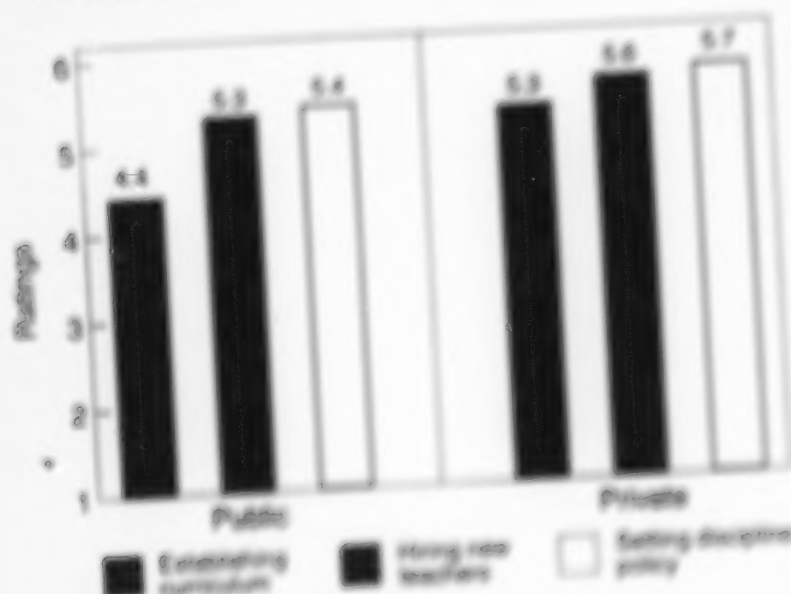
¹The 1993-94 questionnaires used a one to five scale, and these ratings were adjusted for this analysis to be consistent with the one to six scale used in 1987-88 and 1990-91.

The high overall ratings by principals create a ceiling effect that makes detection of trends difficult. Nevertheless, comparing ratings for 1987-88 to those for 1993-94 provide some evidence of an increase in public school principal influence in two areas (table A25). Compared to 1987-88, in 1993-94 public principals reported greater influence over hiring new teachers (5.3 versus 4.9) and setting discipline policy (5.4 versus 5.1). Their ratings across the two time periods yielded no difference in establishing curriculum (4.4 for both years).

A review of the relationship between public and private principals' ratings of their influence and their demographic characteristics reveals that their ratings were about the same regardless of characteristics such as sex, race/ethnicity, and age (table A25). For example, for 1993-94, public male principals' average rating of their influence in establishing curriculum was 4.4 compared to 4.5 for public female principals, and private male principals' average rating of their influence in setting discipline policy was 5.6 compared to 5.8 for private female principals.

Examination of community characteristics also discloses mostly nonsignificant differences for public or private principals across school level, school size, and minority enrollment (table A26). For example, for 1993-94, public elementary school principals' average rating of their influence in hiring new teachers was 5.3 compared to 5.4 for public secondary principals, and private elementary principals' average rating of their influence in establishing curriculum was 5.3 compared to 5.5 for private secondary principals. For public principals, however, for each of the years 1987-88, 1990-91, and 1993-94, ratings of their influence in one area, establishing curriculum, showed a significant inverse relationship to district size (table A26). For 1993-94, for example, principals' mean ratings of their influence in establishing curriculum were 4.7

Figure 12.—Mean ratings of public and private school principals regarding their influence in specific areas: 1993-94



NOTE: Principals were asked to rate their influence in each activity on a one to six scale (one is a great deal).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

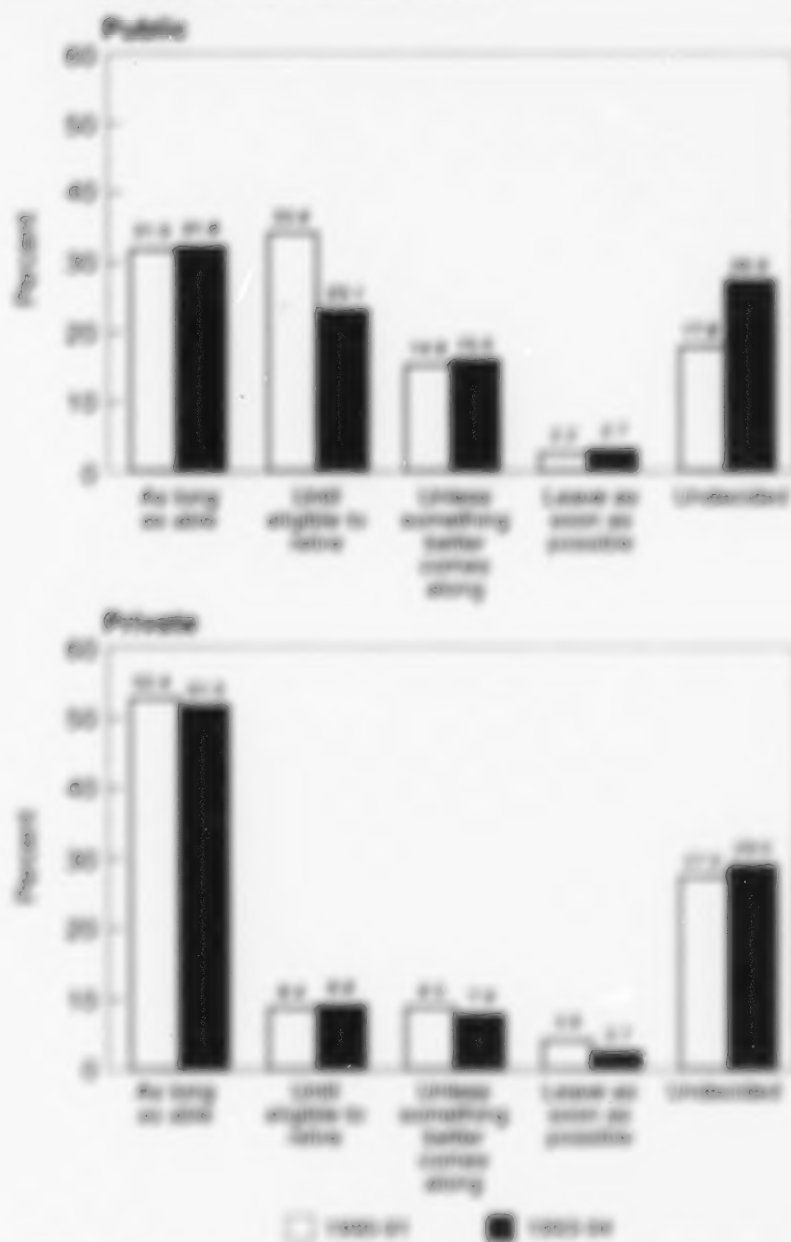
in districts of less than 1,000 and 4.2 in districts of 10,000 or more.

Principals' Career Plans

Schools and Staffing Survey questionnaires for 1993-94 and 1995-96 asked principals to choose from five alternative responses to indicate how long they planned to remain in their positions. Figure 13 shows the percentage of public and private principals who selected each of the responses for 1993-94 and 1995-96. As the graph illustrates, the majority of public and private principals indicated plans to remain as principals as long as they are able or until retirement.

In 1993-94, nearly one-third of the principals in public schools planned to remain as principals as long as they are able and 23 percent planned to stay until retirement, while, among private principals, more than half planned to remain as long as able and 9 percent until retirement. Thus, private school principals in 1993-94 were more likely than public school principals to report that they will remain principals as long as they are able, but more public school principals reported plans to remain until eligible to retire. Combining these two response categories shows that, in 1993-94, 56 percent of private school principals and 55 percent of public school principals have plans to stay as principals, although the length of their intended tenure is not indicated. For

Figure 13.—Percentage of public and private school principals by plans to remain principals: 1985-86 and 1983-84



NOTE: Totals may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1985-86 administrative questionnaire, 1983-84 Principal questionnaire.

the same year, relatively few public (less than 1 percent) or private (also less than 1 percent) principals indicated plans to leave as soon as possible.

A review of the relationship between public and private principals' plans to remain principals and selected school characteristics indicates that principals' plans in 1993-94 differed little across school level, minority enrollment, school size, and community type (table A27). For example, 32 percent of public elementary principals plan to remain principals as long as they are able, compared to 31 percent of public secondary principals. Rural small town public school principals reported plans to remain principals as long as they are able (30 percent) and plans to leave as soon as possible (1 percent) at approximately the same rates as urban large/mega town principals (33 percent, 1 percent) and central city principals (34 percent, 1 percent). Private school principals in schools of less than 100 students did not differ in their rates of reporting plans to remain principals as long as they are able (38 percent) or plans to leave as soon as possible (1 percent) from private principals in schools with 100 to 499 students (34 percent, 1 percent), schools with 500 to 749 students (36 percent, 1 percent), or schools with 750 or more students (36 percent, 1 percent).

For public principals, plans also differed little by sex, years of experience, or age (table A28). For example, for 1993-94, public male principals reported plans to remain as long as they are able (32 percent) or until eligible to retire (28 percent) at rates comparable to those for public female principals (33 percent, 32

percent). Public male principals were more likely than female principals (1 percent versus 2 percent) to report plans to leave as soon as possible. Public male principals with fewer than 5 years of experience as principals were not significantly less likely to report plans to stay until eligible to retire (38 percent) or to leave as soon as possible (3 percent) than were public male principals with 5 to 9 years of experience (34 percent, 3 percent) or those with 10 or more years of experience (38 percent, 4 percent). Similarly, public female principals with fewer than 5 years of experience reported plans to remain principals until eligible to retire (38 percent) and plans to leave as soon as possible (1 percent) at rates comparable to public female principals with 5 to 9 years of experience (32 percent, 3 percent) and those with 10 or more years of experience (35 percent, 1 percent).

With regard to age, differences in plans for public male principals are found when comparing the oldest age group to the other age groups. Although public male principals 55 years and older are no more likely than younger principals to report plans to remain as long as they are able (36 percent), they are less likely to report that they plan to stay until eligible to retire (18 percent) than are their colleagues in the 35-39 group (28 percent), 40-44 group (31 percent), or 45-49 group (32 percent).⁷ The older male principals are more likely to report plans to leave as soon as possible (8 percent) than their colleagues in the 45-49 group (2 percent) and the younger 35 group (1 percent). No corresponding differences with regard to age are found for female principals.

⁷The finding that most male principals think "eligible to retire" reflects another response because they have passed that point.

Chapter 6 • Summary

Publication of *A Nation at Risk* in 1983 catalyzed widespread school improvement initiatives in the 1980s. State agencies and local communities answered the call for reform by creating policies to tighten educational standards, strengthen professional certification requirements, and increase accountability. Concern with the effectiveness of American schooling continued, ultimately resulting in a second round of reform activities precipitated in 1989 by the Commission on Education Reform. In the aftermath of that meeting, American school reform was transformed into school restructuring, a process that focused on reshaping the entire education enterprise. Throughout this period of school reform, by virtue of their roles as school managers and instructional leaders accountable for school outcomes, principals have been both agents of change and targets of change.

The National Center for Education Statistics' *Schools and Staffing Survey (SASS)* provides descriptive information about public and private school principals in the 1987-88, 1990-91, and 1993-94 school years. The integrated structure of SASS allows links between principal responses and contextual data collected from teachers, schools, and districts. Thus, SASS data are a window through which to view the changing landscape of the American public and private school principalship in the reform environment of the late 1980s and early 1990s.

This report includes information about principals' sex, age, race/ethnicity, training, experience, salary and benefits, career plans, perceptions of the severity of school and school-related problems, and perceptions of their

influence in establishing school policy. The following paragraphs highlight some of the findings.

Women and minorities are moving into more leadership positions. The percentage of female principals in public schools increased markedly, rising from 25 percent in the 1987-88 school year to 34 percent in 1993-94. In private schools, while there was no change during this period, the percentage of women principals remained higher than that in public schools, averaging about 52 percent. The percentage of minority principals in public schools rose from 13 percent in 1987-88 to 18 percent in 1993-94. In private schools, the percentage remained at approximately 8 percent.

In 1993-94, average salaries for male and female public school principals were similar (\$38,852 for males, \$38,736 for females), while average salaries for minority principals (\$39,996) were higher than those for white principals (\$38,886). White principals in public schools in 1987-88 were more likely than minority principals to receive medical insurance, life insurance, and retirement plans. By 1993-94, however, the percentages of white and minority public school principals receiving these benefits did not differ.

Salary differences between public and private school principals were apparent. In 1993-94, private school principals with doctorates earned an average annual salary of \$51,196, which was \$13,157 less than comparable public school principals. Those with master's degrees averaged \$38,796, or \$13,176 less than their public counterparts, and those with

bachelor's degrees averaged \$24,249 or \$17,359 less.

Significant percentages of public school principals identified a number of problems in their schools as serious. In public schools in the 1993-94 school year, *poverty* and *lack of parent involvement* were among the problems most frequently identified as serious by principals in elementary schools (17 percent and 10 percent) and secondary schools (13 percent and 20 percent). In schools with minority enrollment greater than 50 percent, however, the percentage of principals identifying these problems as serious was considerably higher (38 percent and 21 percent in elementary schools, and 36 percent and 39 percent in secondary schools) than in schools with minority enrollment less than 20 percent (9 percent and 5 percent in elementary schools, and 7 percent and 14 percent in secondary schools. Other problems, while identified as serious by smaller percentages of principals are, nonetheless, issues of concern. Weapons possession, in particular, although considered a serious problem by only 1 percent of public secondary principals in the 1993-94 school year, is extremely serious whenever it occurs in schools.

The percentages of private school principals identifying problems as serious in their schools were generally smaller than those of public school principals, with a few notable exceptions. Approximately 12 percent of private secondary principals in the 1993-94 school

year cited *student use of alcohol* as a serious problem, approximately 9 percent cited *parental alcohol/drug abuse*, and approximately 7 percent cited *student drug abuse*. Private school principals cited each of these at rates comparable to public secondary principals.

Many other principal characteristics and descriptors changed little or were unchanged from the 1987-88 to the 1993-94 school year. For example, in 1993-94, educational administration remained the most common field of study for public school principals (66 percent of public school principals held at least one of their degrees in that field) and the second most common for private school principals (28 percent), while elementary education remained the second most common field for public school principals (39 percent) and the most common for private (32 percent). Athletic coaching remained a common prior work experience for male public school principals across school years 1987-88, 1990-91, 1993-94 (38 percent, 39 percent, and 38 percent) and for male private school principals (30 percent, 29 percent, 29 percent) and a relatively rare experience for women in either public (4 percent, 4 percent, 6 percent) or private (4 percent, 5 percent, 4 percent) schools.

The next administration of SASS, in the 1999-2000 school year, will provide an opportunity to obtain a portrait of the public and private school principalship for that time period and to examine changes in the principalship since the 1987-88 school year.

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Appendix A • Tables of Estimates

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**Section 1 • Public and Private School
Tables**

Table A1.—Number and percentage of public and private school principals, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94

Principal characteristics	All					
	1987-88		1990-91		1993-94	
	Number	Percent	Number	Percent	Number	Percent
Total	103,291	100	102,771	100	104,634	100
Sex						
Male	70,853	68.6	66,896	65.1	63,719	60.9
Female	32,437	31.4	35,875	34.9	40,915	39.1
Race-ethnicity						
American Indian/Alaska Native	946	0.9	824	0.8	762	0.7
Asian/Pacific Islander	637	0.6	670	0.7	797	0.8
Black non-Hispanic	7,433	7.2	7,412	7.2	9,078	8.7
White non-Hispanic	91,087	88.2	90,161	87.7	90,214	86.2
Hispanic	3,186	3.1	3,704	3.6	3,793	3.6
Total minority	12,303	11.8	12,610	12.3	14,419	13.8
Age						
Under 35	6,291	6.1	4,950	4.8	4,194	4.0
35-39	15,908	15.4	11,786	11.5	8,850	8.5
40-44	23,252	22.5	25,912	25.2	22,004	21.0
45-49	21,074	20.4	22,644	22.0	20,290	19.4
50-54	17,982	17.4	18,372	17.9	21,132	20.2
55 or over	18,782	18.2	19,687	19.6	18,164	17.4
Average age	46.4		47.0		47.5	

Table A1.—Number and percentage of public and private school principals, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94 (continued)

Principal characteristics	Public						Private					
	1987-88		1990-91		1993-94		1987-88		1990-91		1993-94	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	77,890	100	76,890	100	76,618	100	25,401	100	23,201	100	23,019	100
Sex												
Male	58,700	75.4	58,256	75.8	57,214	65.5	12,154	47.8	11,640	49.7	11,600	49.4
Female	19,190	24.6	18,634	24.2	19,405	34.5	13,247	52.2	11,561	50.3	11,419	50.6
Race-ethnicity												
American Indian/Alaska Native	830	1.1	760	0.9	871	0.8	100	0.4	124	0.5	131	0.5
Asian/Pacific Islander	391	0.5	529	0.7	820	0.8	246	1.0	140	0.6	168	0.7
Black non-Hispanic	8,875	8.2	8,570	8.6	8,018	10.5	778	3.1	642	2.7	1,080	4.2
White non-Hispanic	67,660	86.4	67,564	87.9	67,661	84.2	21,628	85.0	22,396	95.7	21,129	92.5
Hispanic	1,540	1.9	1,067	1.3	1,269	1.6	679	2.6	497	2.1	724	2.1
Total minority	10,876	13.4	11,086	14.3	12,517	15.7	1,773	7.0	1,714	7.3	1,993	7.8
Age												
Under 35	1,376	4.1	1,400	3.2	1,871	2.3	2,016	15.4	1,860	19.3	2,366	19.4
35-39	11,340	14.5	8,308	10.4	9,709	12.7	4,769	18.7	3,981	17.0	3,142	12.4
40-44	17,875	22.9	20,740	26.2	17,269	21.7	5,796	21.2	5,391	21.8	4,719	18.8
45-49	16,728	21.2	16,719	21.2	20,746	25.9	4,546	17.9	4,328	18.1	4,696	19.6
50-54	14,009	19.2	15,079	19.1	17,140	21.4	3,493	13.8	3,261	13.8	3,971	15.9
55 or over	11,080	17.9	14,067	17.8	12,274	15.4	4,802	18.9	5,039	21.6	5,935	25.7
Average age	45.4		47.2		47.7		45.4		45.4		47.1	

NOTE: Details may not add to totals or 100 percent due to rounding.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrators Questionnaire), 1990-91 (Public and Private School Administrators Questionnaire), and 1993-94 (Public and Private School Principals Questionnaire).

Table A.2.—Percentage of public and private school principals by geographic region, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94

Principal characteristics	Geographic region											
	Northeast			Midwest			South			West		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
SEX												
Total number	11,874	11,708	11,400	22,407	21,128	21,148	25,890	25,878	26,708	17,400	16,227	16,406
Sex												
Male	76.7	75.8	68.8	76.4	74.0	71.2	75.6	68.8	62.8	71.8	68.8	70.1
Female	23.3	24.2	31.2	23.6	26.0	28.8	24.4	31.2	37.2	28.2	31.2	29.9
Race-ethnicity												
American Indian/Alaska Native	1.8	0.1	0.1	0.9	0.8	0.7	0.6	1.1	0.9	1.0	1.0	1.2
Asian/Pacific Islander	0.2	0.5	0.3	—	—	—	0.2	0.1	0.1	2.0	2.6	2.9
Black non-Hispanic	3.3	4.1	8.2	7.8	6.6	8.3	10.9	10.5	10.5	1.7	1.9	1.8
White non-Hispanic	91.1	91.1	89.7	91.3	91.8	89.9	79.6	79.9	78.9	95.1	95.1	95.9
Hispanic	1.7	1.8	1.8	0.9	0.7	0.9	1.7	8.2	8.8	7.8	9.9	10.0
Total minority	6.7	6.7	10.1	7.2	8.2	10.1	10.4	20.1	20.1	10.9	17.5	18.9
Age												
Under 35	2.9	3.9	6.8	8.1	8.8	7.6	3.9	2.8	2.6	2.8	3.1	2.1
35-39	12.7	8.8	8.9	10.7	11.8	8.9	16.9	11.5	11.1	12.1	10.1	9.9
40-49	26.7	27.9	21.8	21.9	20.1	21.5	28.8	27.8	22.3	22.2	28.1	21.2
50-59	21.7	21.8	19.5	20.1	21.1	20.8	21.1	22.8	19.8	22.2	21.8	19.1
60-69	20.1	22.9	21.1	18.8	18.8	18.7	19.3	18.0	21.8	19.1	20.1	22.9
70 or over	15.1	19.1	19.2	17.8	17.2	19.9	10.9	17.2	17.8	18.1	18.6	17.1
Average age	47.9	48.1	48.8	46.1	46.9	47.2	46.1	47.0	47.1	47.0	47.8	48.8

Table 6.2—Percentage of public and private school pupils by geographic region, by sex, race, ethnicity, and age: 1987-88, 1988-89, and 1989-90 (continued)

Geographic region	Geographic region											
	South			Midwest			North			West		
	1987-88	1988-89	1989-90	1987-88	1988-89	1989-90	1987-88	1988-89	1989-90	1987-88	1988-89	1989-90
Public												
Total public	8,286	8,272	8,466	7,466	7,462	7,462	6,666	6,666	6,777	6,666	6,666	6,671
Sex												
Male	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2	40.2
Female	59.7	59.7	59.7	59.7	59.7	59.7	59.7	59.7	59.7	59.7	59.7	59.7
Race/ethnicity												
American Indian/Alaska Native	—	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—
Black and Hispanic	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
White and Hispanic	98.4	98.4	98.4	98.4	98.4	98.4	98.4	98.4	98.4	98.4	98.4	98.4
Hispanic	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Total private	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Sex												
Male	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0
Female	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0
Race/ethnicity												
Black and Hispanic	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
White and Hispanic	98.3	98.3	98.3	98.3	98.3	98.3	98.3	98.3	98.3	98.3	98.3	98.3
Hispanic	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Total all	9.4	9.4	9.6	8.6	8.6	8.6	7.8	7.8	7.9	7.8	7.8	7.8

— Not data available for 1987-88 school year.

NOTE: Percentages may not add to 100 percent due to rounding in all figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School and Staffing Survey, 1987-88 Survey of Education Statistics, 1988-89 Survey of Education Statistics, and 1989-90 Survey of Education Statistics.

Table A3.—Percentage of public school principals by district size, by sex, race-ethnicity, and age of principals: 1987-88, 1990-91, and 1993-94

Principal characteristics	District size											
	Less than 1,000			1,000-4,999			5,000-9,999			10,000 or more		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
Sex												
Male	82.9	80.3	78.9	81.8	76.6	74.0	71.8	69.5	61.4	65.4	58.7	51.0
Female	17.0	19.7	21.1	18.1	23.4	26.0	22.1	30.5	38.6	34.6	41.3	48.9
Race-ethnicity												
American Indian/Alaska Native	2.5	2.1	1.5	0.8	0.6	0.8	0.5	0.8	0.8	0.7	0.7	0.6
Asian/Pacific Islander	0.0	—	0.5	0.2	—	0.1	—	0.7	1.0	1.5	1.6	1.8
Black non-Hispanic	0.7	1.0	0.7	4.8	3.3	4.2	7.1	6.0	9.2	16.9	18.4	19.7
White non-Hispanic	95.0	95.3	98.2	92.2	94.1	92.9	89.9	88.6	84.2	74.8	72.3	70.6
Hispanic	1.7	1.6	1.1	1.9	2.0	2.0	2.4	3.9	4.8	5.0	7.2	7.3
Total minority	4.9	4.7	3.8	7.8	5.9	7.0	10.1	11.4	15.8	25.2	27.7	29.4
Age												
Under 35	6.7	7.0	5.7	5.4	2.8	2.3	3.0	2.4	2.0	2.6	1.6	0.9
35-39	17.7	14.0	10.9	15.4	10.6	8.0	15.0	9.5	5.8	11.1	8.7	4.6
40-44	26.2	26.6	23.8	23.4	29.5	24.8	22.7	25.4	21.6	20.7	23.6	18.6
45-49	18.8	21.6	26.6	20.5	23.1	31.1	22.0	25.4	34.7	22.3	23.1	32.8
50-54	15.6	14.3	16.7	12.9	18.9	20.5	19.8	20.7	20.0	21.6	21.4	25.4
55 or over	14.9	15.7	14.4	16.4	15.0	13.3	17.5	16.6	15.9	21.7	21.6	17.6
Average age	45.1	45.7	46.1	46.1	46.7	47.1	46.8	47.5	47.7	48.0	48.3	48.8

— Too few cases for a reliable estimate.

NOTE: Details may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator and Teacher Demand and Shortage Questionnaires), 1990-91 (Public School Administrator and Teacher Demand and Shortage Questionnaires), and 1993-94 (Public School Principal and Teacher Demand and Shortage Questionnaires).

Table A4.—Percentage of public school principals by community type, by sex, race-ethnicity, and age: 1993-94

Principal characteristics	Community type		
	Central city	Urban fringe/large town	Rural/small town
Total number	19,027	21,780	18,091
Sex			
Male	51.6	59.2	75.2
Female	47.4	40.0	24.0
Race-ethnicity			
American Indian/Alaska Native	0.6	0.5	1.0
Asian/Pacific Islander	1.4	1.3	0.2
Black non-Hispanic	26.3	6.0	3.0
White non-Hispanic	65.4	84.9	91.1
Hispanic	8.3	4.3	1.0
Total minority	34.6	15.1	4.0
Age			
Under 35	1.2	1.2	3.4
35-39	5.0	6.1	6.6
40-44	19.5	19.3	20.1
45-49	21.8	24.0	20.0
50-54	24.7	23.2	19.1
55 or over	17.7	16.2	11.0
Average age	45.6	45.2	45.9

NOTE: Details may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal and School Characteristics).

Table A.6.—Percentage of public school principals by percentage of free or reduced-price lunch recipients in their schools, by sex, race/ethnicity, and age of principals: 1987-88, 1990-91, and 1993-94

Principal characteristics	Percentage of free or reduced-price lunch recipients in schools								
	Less than 25%			25-49%			50% or more		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
Sex									
Male	76.8	76.8	88.0	76.4	76.7	88.1	86.1	87.7	79.9
Female	23.2	23.2	12.0	23.6	23.3	11.7	13.9	12.3	20.1
Race/ethnicity									
American Indian/Alaska Native	0.8	0.6	0.7	0.8	0.6	0.7	1.9	1.7	1.1
Asian/Pacific Islander	0.3	0.7	0.7	0.5	0.6	0.6	1.0	0.9	1.0
Black non-Hispanic	1.8	1.6	4.2	1.8	1.6	6.1	22.2	21.9	21.0
White non-Hispanic	91.6	98.0	95.0	98.0	98.0	88.7	67.0	66.0	67.9
Hispanic	1.7	1.6	1.9	1.7	1.6	1.6	7.9	9.5	9.0
Age									
Under 30	4.6	5.1	7.2	5.8	5.8	10.1	11.0	10.1	12.1
30-39	1.4	1.2	1.9	1.2	1.7	1.9	1.8	1.8	2.2
40-49	11.7	8.7	6.8	11.6	11.4	8.2	12.9	10.7	8.5
50-59	22.2	26.6	22.8	21.7	22.6	21.4	22.8	26.7	26.8
60-69	22.8	26.6	22.2	20.1	21.4	19.2	26.1	21.1	19.9
70-79	26.1	18.7	21.0	19.0	19.9	21.6	18.2	19.1	22.0
80 or over	14.9	18.2	17.9	19.6	19.1	19.9	12.0	20.0	17.9
Average age	46.7	47.3	47.1	46.2	46.9	47.3	47.3	47.3	47.9

NOTE: Percentages may not add to 100 percent due to rounding.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrators and Public School Superintendents), 1990-91 (Public School Administrators and School Superintendents), and 1993-94 (Public School Principals and School Superintendents).

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Table 10. Summary of results and average values for the 100 most common, by highest degree of agreement with the hypothesis of a single origin of the human race.

Hypothesis	Total Agreement	No. of Agreements	No.		No. of Agreements		No. of Agreements		No. of Agreements	
			Agree	Disagree	Agree	Disagree	Agree	Disagree		
Group 1										
1. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
2. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
3. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
4. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
Group 2										
5. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
6. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
7. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
8. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
Group 3										
9. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
10. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
11. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
12. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
Group 4										
13. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
14. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
15. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
16. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
Group 5										
17. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
18. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
19. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1
20. All races have a common ancestor	99	100	99	1	99	1	99	1	99	1

Table A8.—Average salary of public and private school principals by sex and race-ethnicity, by highest degree earned and years of experience as a principal: 1993-94 (continued)

Principal characteristics	Total number of principals	Sex		Race-ethnicity					Total minority	
		All principals	Male	Female	Asst. Supr. / All	Asst. Supr. / All	Black non-Hispanic	White non-Hispanic		Hispanic
PRIVATE										
All degrees										
All	25,015	\$11,070	\$15,507	\$76,105	\$11,072	\$11,061	\$16,701	\$11,060	\$11,350	\$11,070
Fewer than 7 years	6,214	27,067	28,714	26,024	—	26,148	26,714	26,705	26,476	26,699
7 to 9 years	9,126	11,076	11,074	11,081	26,496	45,223	11,072	11,066	11,066	11,062
10 years or more	9,685	16,073	40,180	29,021	16,267	12,266	27,069	16,702	26,217	12,761
Less than Bachelor's										
All	2,110	16,294	14,428	21,197	—	—	—	16,059	—	—
Fewer than 7 years	678	11,586	11,576	19,574	—	—	—	11,607	—	—
7 to 9 years	708	16,027	16,110	16,685	—	—	—	11,686	—	—
10 years or more	724	24,236	14,738	—	—	—	—	24,205	—	—
Bachelor's										
All	4,690	24,249	26,180	21,962	—	—	26,770	21,678	26,677	26,699
Fewer than 7 years	1,298	19,462	21,580	16,088	—	—	26,148	16,711	26,059	26,059
7 to 9 years	2,899	27,667	26,496	26,967	—	—	26,219	21,687	21,662	21,567
10 years or more	1,493	24,059	11,768	21,487	—	—	46,874	26,714	—	16,481
Master's										
All	11,990	16,769	16,079	11,412	—	—	27,070	16,760	21,191	21,148
Fewer than 7 years	2,747	11,690	11,760	11,669	—	—	27,261	11,712	16,727	17,077
7 to 9 years	4,570	11,796	16,081	11,724	—	—	40,088	11,216	16,764	17,066
10 years or more	4,673	16,679	41,238	29,024	—	—	11,769	16,614	21,487	12,569
Ed. spec. (incl. dipl.)										
All	2,689	11,211	40,947	11,469	—	—	—	11,207	—	—
Fewer than 7 years	514	11,511	11,062	26,717	—	—	—	11,511	—	—
7 to 9 years	892	16,966	42,005	16,969	—	—	—	16,922	—	—
10 years or more	883	16,762	41,499	26,714	—	—	—	11,490	—	—
Doctorate										
All	1,476	11,190	11,769	47,216	—	—	—	11,202	—	—
Fewer than 7 years	156	46,762	11,499	47,062	—	—	—	46,712	—	—
7 to 9 years	476	16,672	11,747	47,021	—	—	—	16,671	—	—
10 years or more	794	11,614	11,647	46,716	—	—	—	11,479	—	—

— Too few cases for a reliable estimate.

NOTE: Because of rounding, totals may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 Public and Private School Principal Questionnaire.

Table A.6.—Average salary of public and private school principals, by school level and community type: 1987-88, 1990-91, and 1993-94

School characteristics	SE			Public			Private		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
School level									
Elementary	\$34,271	\$44,141	\$45,117	\$40,891	\$48,419	\$54,181	\$19,427	\$21,158	\$24,779
Secondary	42,484	55,418	55,258	44,742	51,999	54,893	28,716	34,118	41,487
Combined	31,865	38,115	38,712	38,892	46,471	51,825	24,573	31,816	37,418
Community type									
Central city	34,277	44,146	45,416	44,741	51,213	54,821	21,248	24,881	34,117
Urban fringe/inner	34,987	44,718	44,747	44,248	51,258	51,815	22,717	28,411	34,148
Rural	34,576	41,818	44,888	37,273	48,273	49,418	18,898	24,888	27,217

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrators and Public School Superintendents), 1990-91 (Public and Private School Administrators and Public and Private School Superintendents), and 1993-94 (Public and Private School Principals and Public and Private School Superintendents).

Table 6.15—Percentage of public and private school principals by benefits received, by community type, school level, sex, and race ethnicity: 1987-88, 1990-91, and 1993-94

Principal's characteristics	1987-88					1990-91				
	Benefits					Benefits				
	Medical insurance	Health insurance	Life insurance	Retirement plan	Flexible benefits	Medical insurance	Health insurance	Life insurance	Retirement plan	Flexible benefits
Community type										
Total	86.0	86.0	87.0	86.4	86.3	86.1	86.7	87.0	86.9	86.5
Sex										
Male	86.0	86.1	87.1	86.0	86.0	86.1	86.1	87.0	86.8	86.3
Female	86.0	85.7	86.9	86.7	86.7	86.2	86.9	86.9	86.7	86.7
Race ethnicity										
Non-Hispanic White/Black/Asian	87.1	86.8	87.0	86.0	86.3	87.0	86.7	87.1	86.7	86.8
Hispanic/Latino	77.0	80.0	80.7	80.0	80.3	80.0	80.0	80.0	79.1	79.0
Black and Hispanic	80.7	80.0	81.0	80.0	80.0	80.1	80.0	81.0	80.0	80.0
White and Hispanic	86.0	86.3	87.0	86.0	86.7	87.1	86.9	87.0	86.0	86.8
Hispanic	80.0	80.7	80.0	80.0	80.0	80.0	80.0	80.0	79.0	80.0
Total minority	79.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0
Community type										
Urban	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0
Suburban	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0
Rural	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0
School level										
Elementary	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0
Secondary	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0
Combined	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0	86.0

Table 1.10—Percentage of public and private school principals by benefits received by community high school graduates and non-graduates: 1987-88, 1992-93, and 1995-96 (continued)

Benefit	1995-96				
	Benefit				
	Public Schools	Private Schools	Total Schools	Community High School Graduates	Non-Graduates
Health					
Yes	92.0	98.1	95.7	96.0	98.1
No	8.0	1.9	4.3	4.0	1.9
Life					
Yes	92.0	98.1	95.7	96.0	98.1
No	8.0	1.9	4.3	4.0	1.9
Retirement					
Social Security/State Pension	92.0	98.1	95.7	96.0	98.1
Pension/Retirement	92.0	98.1	95.7	96.0	98.1
Health Insurance	92.0	98.1	95.7	96.0	98.1
Life Insurance	92.0	98.1	95.7	96.0	98.1
Disability	92.0	98.1	95.7	96.0	98.1
Total	92.0	98.1	95.7	96.0	98.1
No	8.0	1.9	4.3	4.0	1.9
Continued					
Yes	92.0	98.1	95.7	96.0	98.1
No	8.0	1.9	4.3	4.0	1.9
Total	92.0	98.1	95.7	96.0	98.1
No	8.0	1.9	4.3	4.0	1.9
Total	92.0	98.1	95.7	96.0	98.1

Table 11B—Percentage of public and private school principals by benefits received by community high school level, sex, and race/ethnicity: 1987-88, 1990-91, and 1993-94 (continued)

Benefit received	1987-88					1990-91				
	Public					Public				
	White	Black	Hispanic	Other	Total	White	Black	Hispanic	Other	Total
Overall										
Male	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Female	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
By race/ethnicity										
White	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Black	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Hispanic	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Other	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Total	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
By sex										
Male	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Female	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Total	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
By school level										
Elementary	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Intermediate	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
High school	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1
Total	89.1	89.1	89.6	89.0	89.1	89.1	89.1	89.1	89.0	89.1

Table 10. The average of growth parameters of *Micropterus salmoides* in different stages of growth in different water depths. The data were collected from the field experiments. The data were collected from the field experiments. The data were collected from the field experiments.

Growth stages	Water depth (cm)									
	Shallow water					Deep water				
	Length (cm)	Weight (g)	Survival (%)	Feeding rate (g/g)	Conversion rate (%)	Length (cm)	Weight (g)	Survival (%)	Feeding rate (g/g)	Conversion rate (%)
Stage I	10.0	1.0	95	0.5	10	12.0	1.5	90	0.6	12
Stage II	15.0	2.5	90	0.6	15	18.0	4.0	85	0.7	18
Stage III	20.0	5.0	85	0.7	20	25.0	10.0	80	0.8	25
Stage IV	25.0	10.0	80	0.8	25	30.0	20.0	75	0.9	30
Stage V	30.0	15.0	75	0.9	30	35.0	35.0	70	1.0	35
Stage VI	35.0	20.0	70	1.0	35	40.0	50.0	65	1.1	40
Stage VII	40.0	25.0	65	1.1	40	45.0	75.0	60	1.2	45
Stage VIII	45.0	30.0	60	1.2	45	50.0	100.0	55	1.3	50

Table A.11.—*Percentages of public and private school pupils by highest degree earned, by school level, school size, minority enrollment, free lunch recipients, district size, and community type: 1975-76, 1980-81, and 1985-86 (continued)*

School characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./ prof. dipl.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./ prof. dipl.	Doctorate
(1985-86)										
School level										
Elementary	0.0	1.8	60.7	28.6	8.9	7.2	27.2	55.6	11.5	5.8
Secondary	—	1.5	61.2	28.9	10.5	—	8.9	27.9	17.9	16.9
Continued	—	2.9	58.6	29.5	10.4	10.5	35.8	35.7	7.7	10.5
School size										
Less than 150	—	8.4	65.9	20.1	7.4	15.9	40.4	32.3	7.9	5.5
150-499	—	1.2	61.5	28.6	7.4	0.5	16.1	62.8	15.9	6.7
500-749	0.0	0.7	58.8	30.0	9.8	—	4.7	64.3	20.0	10.6
750 or more	0.0	0.7	58.5	28.5	14.5	0.0	2.5	62.7	15.9	20.8
Minority enrollment										
Less than 20%	—	2.4	60.2	28.8	8.6	9.0	25.5	47.7	10.5	5.4
20-50%	—	0.9	61.5	28.1	9.4	4.2	28.0	45.8	14.0	8.0
More than 50%	0.0	1.5	60.8	28.7	10.2	5.2	25.5	45.8	10.5	11.0
Free lunch recipients										
Less than 20%	—	1.4	59.8	28.7	12.1	0.0	0.0	0.0	0.0	0.0
20-49%	—	22.0	61.6	28.5	6.7	0.0	0.0	0.0	0.0	0.0
50% or more	—	1.6	60.6	28.5	9.3	0.0	0.0	0.0	0.0	0.0
District size										
Less than 1,000	—	5.9	61.9	25.5	6.4	(*)	(*)	(*)	(*)	(*)
1,000-4,999	—	1.4	59.9	31.6	7.1	(*)	(*)	(*)	(*)	(*)
5,000-9,999	0.0	—	59.7	28.5	10.7	(*)	(*)	(*)	(*)	(*)
10,000 or more	0.0	0.8	60.7	28.1	12.4	(*)	(*)	(*)	(*)	(*)
Community type										
Central city	—	0.5	60.5	28.0	15.1	5.4	22.7	53.4	12.6	7.9
Urban fringe/large town	0.0	1.1	60.6	25.1	11.1	4.8	25.1	45.0	15.5	7.9
Rural/small town	—	2.7	60.7	29.8	6.7	15.1	36.6	36.0	6.4	5.5

See footnotes at end of table.

Table A11.—Percentage of public and private school principals by highest degree earned, by school level, school size, minority enrollment, free-lunch recipients, district size, and community type: 1987-88, 1990-91, and 1993-94 (continued)

School characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./prof. dpl.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./prof. dpl.	Doctorate
1993-1994										
School level										
Elementary	—	1.3	64.1	25.7	8.6	7.0	26.1	54.2	8.0	4.7
Secondary	0.0	1.2	63.0	25.4	10.3	—	6.0	67.4	14.0	12.4
Combined	0.0	2.6	60.2	27.8	9.4	14.3	29.4	44.2	6.6	5.4
School size										
Less than 150	0.0	7.9	67.5	18.9	5.7	14.9	34.8	37.9	7.2	5.2
150-499	—	0.6	64.7	26.4	8.0	1.4	15.1	66.4	9.4	5.7
500-749	0.0	0.4	61.8	29.0	8.9	0.7	11.4	71.0	8.1	8.8
750 or more	0.0	0.6	61.6	23.7	14.0	—	4.2	71.1	9.5	13.3
Minority enrollment										
Less than 20%	0.0	1.7	63.2	26.9	8.2	9.8	26.3	50.8	7.4	5.7
20-50%	0.0	1.3	63.0	25.5	10.2	7.6	21.5	56.8	8.2	5.7
More than 50%	—	1.0	65.8	23.2	10.0	3.9	23.1	55.6	11.6	5.7
Free-lunch recipients										
Less than 20%	0.0	0.6	62.1	25.4	11.9	0.0	13.6	73.3	7.6	5.5
20-49%	0.0	1.8	64.2	26.4	7.5	4.0	19.1	67.6	8.0	1.3
50% or more	—	1.4	64.9	26.0	7.7	1.5	31.6	51.8	9.0	6.0
District size										
Less than 1,000	—	4.2	66.1	22.6	5.2	(*)	(*)	(*)	(*)	(*)
1,000-4,999	0.0	1.1	64.1	27.1	7.7	(*)	(*)	(*)	(*)	(*)
5,000-9,999	0.0	2.0	62.7	25.9	9.4	(*)	(*)	(*)	(*)	(*)
10,000 or more	0.0	0.2	61.7	26.2	11.8	(*)	(*)	(*)	(*)	(*)
Community type										
Central city	0.0	0.5	64.8	23.1	11.5	5.4	19.3	59.2	10.1	6.0
Urban fringe/large town	0.0	1.1	62.1	24.0	12.7	8.4	25.0	50.0	8.8	7.8
Rural/small town	—	2.1	64.1	27.9	5.9	12.9	32.9	46.5	4.8	2.9

(—) Item not included on SASS instrument that year.

(*) Item not applicable to private school principals.

— Too few cases for a reliable estimate.

NOTE: Details may not add to 100 percent due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administration, Public School, and Teacher Demand and Shortage Questionnaires), 1990-91 (Public and Private School Administration, Public and Private School, and Teacher Demand and Shortage Questionnaires), and 1993-94 (Public and Private School Principal, Public and Private School, and Teacher Demand and Shortage Questionnaires).

Table A12.—Percentage of public and private school principals by highest degree earned, by race-ethnicity and sex: 1987-88, 1990-91, and 1993-94

Principal characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./Prof.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./Prof.	Doctorate
1987-88										
Total	0.1	2.4	53.4	35.1	8.9	4.7	25.7	51.0	12.2	6.4
Race-ethnicity										
American Indian/Alaska Native	—	—	50.8	35.2	12.9	—	—	78.1	—	—
Asian/Pacific Islander	—	2.3	51.5	34.1	12.1	—	31.5	38.0	8.7	12.6
Black non-Hispanic	—	—	51.1	37.2	11.5	—	23.0	55.7	8.7	12.3
White non-Hispanic	—	2.6	53.6	35.1	8.5	4.8	25.5	50.9	12.5	6.2
Hispanic	—	4.3	54.5	30.4	10.8	—	35.8	51.4	—	2.1
Sex										
Male	—	1.9	55.6	34.3	8.2	5.2	26.2	49.6	9.8	9.2
Female	—	4.1	48.5	37.8	11.3	4.3	25.2	52.3	14.4	3.8
1990-91										
Total	—	1.8	60.5	28.2	9.4	7.4	26.9	47.4	11.5	6.8
Race-ethnicity										
American Indian/Alaska Native	—	—	52.8	28.0	13.2	—	—	56.9	—	—
Asian/Pacific Islander	—	7.1	64.8	20.6	7.5	—	23.7	29.1	12.6	31.9
Black non-Hispanic	—	—	57.8	27.4	13.9	14.0	24.0	44.1	4.7	13.2
White non-Hispanic	—	1.7	60.5	28.6	9.1	7.2	26.6	47.9	11.7	6.6
Hispanic	—	4.1	67.5	21.6	6.4	2.8	44.8	36.0	12.8	3.5
Sex										
Male	—	1.5	62.5	27.5	8.4	10.0	28.0	42.9	9.2	9.8
Female	—	2.5	55.8	29.8	11.8	4.8	25.9	51.7	13.7	3.9

Table A12.—Percentage of public and private school principals by highest degree earned, by race-ethnicity and sex: 1987-88, 1990-91, and 1993-94 (continued)

Principal characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./Prof.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./Prof.	Doctorate
1993-94										
Total	—	1.4	63.4	25.8	9.3	8.4	25.9	51.6	8.2	5.9
Race-ethnicity										
American Indian/Alaska Native	—	1.1	65.8	24.8	8.2	0.0	42.5	52.4	—	—
Asian/Pacific Islander	—	6.7	50.9	25.4	17.0	—	22.9	50.5	—	4.5
Black non-Hispanic	—	—	64.3	23.7	11.9	14.3	26.5	43.6	11.0	4.6
White non-Hispanic	—	1.5	62.8	26.5	9.2	8.4	25.6	52.1	8.1	5.8
Hispanic	—	2.7	74.5	17.3	5.5	—	34.5	44.0	9.2	12.1
Sex										
Male	—	1.1	65.0	24.7	9.1	11.3	23.1	49.6	6.8	9.2
Female	—	2.0	60.2	27.9	9.8	6.0	28.3	53.3	9.4	3.0

—Too few cases for a reliable estimate.

NOTE: Details may not add to 100 percent due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaire), 1990-91 (Public and Private School Administrator Questionnaires), and 1993-94 (Public and Private School Principal Questionnaires).

Table A13.—Percentage of public and private school principals participating in training or development programs, by region, community type, school level, sex, and race-ethnicity: 1987-88, 1990-91, and 1993-94

Principal/school characteristics	Training or development program											
	Program for aspiring principals			Training in evaluation and supervision			Training in management techniques			Administrative internship		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC												
Total	(a)	35.7	38.9	89.2	87.4	86.5	73.2	74.3	74.7	36.6	37.6	41.2
Sex												
Male	(a)	33.2	35.6	89.4	88.0	86.8	73.3	74.5	75.6	34.7	34.2	38.9
Female	(a)	41.8	45.1	88.9	86.0	85.8	72.9	73.8	73.0	42.3	45.4	45.6
Race-ethnicity												
American Indian/Alaska Native	(a)	44.8	41.2	90.8	93.6	83.8	70.4	78.7	83.1	48.7	35.6	49.4
Asian/Pacific Islander	(a)	50.7	67.6	91.3	95.4	92.7	83.1	90.1	80.5	67.7	52.3	49.0
Black non-Hispanic	(a)	56.8	58.0	89.8	89.0	88.2	80.2	81.1	79.4	42.3	44.0	45.1
White non-Hispanic	(a)	33.0	35.4	89.0	86.9	86.0	72.0	73.1	73.8	35.0	36.2	40.0
Hispanic	(a)	45.0	57.6	93.4	92.0	90.3	84.9	83.2	78.8	54.0	50.2	52.1
Total minority	(a)	52.4	57.5	90.8	90.4	88.7	80.6	82.0	79.5	46.6	45.6	47.3
Community type												
Central city	(a)	44.2	51.7	89.0	89.2	89.2	77.4	80.0	78.9	40.5	39.1	43.2
Urban fringe/large town	(a)	41.6	43.0	91.2	86.4	86.2	76.6	75.0	76.1	34.9	40.5	42.8
Rural/small town	(a)	28.8	30.3	88.2	87.1	85.2	68.6	71.4	71.9	35.2	35.3	39.3
School level												
Elementary	(a)	36.8	39.4	89.3	87.1	86.7	73.0	73.9	74.3	36.1	37.0	41.3
Secondary	(a)	33.5	36.5	89.3	88.3	86.6	74.9	75.0	75.0	37.2	38.6	40.8
Combined	(a)	31.3	40.0	88.2	87.9	85.7	67.9	76.5	74.7	39.6	39.2	47.0

Table A13.—Percentage of public and private school principals participating in training or development programs, by region, community type, school level, sex, and race-ethnicity: 1987-88, 1990-91, and 1993-94 (continued)

Principal/school characteristics	Training or development program											
	Program for aspiring principals			Training in evaluation and supervision			Training in management techniques			Administrative internship		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE												
Total-	(a)	40.0	38.5	68.6	64.7	64.7	56.3	53.7	57.6	23.6	20.7	22.0
Sex												
Male	(a)	37.8	35.3	64.8	62.0	62.8	56.2	51.8	56.3	19.9	16.6	18.4
Female	(a)	41.9	41.3	72.2	67.4	66.2	56.5	55.6	58.8	27.1	24.5	25.1
Race-ethnicity												
American Indian/Alaska Native	(a)	31.5	70.7	73.6	75.4	78.6	36.7	71.3	78.6	12.1	24.8	53.7
Asian/Pacific Islander	(a)	18.4	53.7	72.3	57.3	65.3	73.1	71.2	79.0	35.1	0.0	35.0
Black non-Hispanic	(a)	59.7	49.3	71.0	52.1	76.3	66.5	46.5	73.7	24.8	32.1	33.5
White non-Hispanic	(a)	39.6	37.4	68.9	64.6	64.0	55.9	53.5	56.1	23.4	20.1	20.8
Hispanic	(a)	37.6	57.7	53.0	82.8	67.2	55.7	63.0	79.4	28.6	34.2	40.2
Total minority	(a)	45.1	51.9	64.7	66.4	73.0	61.4	57.2	76.1	26.8	29.4	36.9
Community type												
Central city	(a)	41.4	39.6	68.2	68.4	68.6	55.5	58.0	62.5	24.5	23.9	25.1
Urban fringe/large town	(a)	39.9	40.5	73.0	65.3	65.7	57.3	51.9	59.0	26.2	21.7	22.8
Rural/small town	(a)	38.0	34.6	64.0	59.4	57.9	56.5	50.3	49.1	19.0	15.4	16.6
School level												
Elementary	(a)	37.8	41.6	69.6	64.5	66.2	53.3	52.8	57.6	25.6	21.4	24.1
Secondary	(a)	43.8	33.4	67.6	62.6	68.3	54.9	57.2	62.1	25.4	22.3	20.6
Combined	(a)	43.4	33.5	66.7	66.1	60.0	63.6	54.6	53.6	18.4	18.3	16.0

(a) Item not included on SASS instrument that year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator and Public and Private School Questionnaires), 1990-91 (Public and Private School Administrator and School Questionnaires), and 1993-94 (Public and Private School Principal and School Questionnaires).

Table A14.—Percentage of public and private school principals by sex, by field of study for bachelor's and higher degrees earned: 1987-88, 1990-91, and 1993-94

Field of study	All			Sex					
				Male			Female		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Education areas									
Early childhood	0.9	1.3	1.8	0.3	0.3	0.6	2.8	3.6	3.9
Elementary	40.8	39.6	39.3	33.6	30.4	29.3	62.8	61.2	58.1
Secondary	9.4	7.3	7.4	11.3	8.9	9.2	3.5	3.6	4.0
Subject area education									
English	2.6	3.6	3.1	2.1	2.9	2.5	4.0	5.0	4.2
Industrial arts	2.3	1.8	1.7	3.0	2.6	2.6	0.2	0.1	0.1
Mathematics	1.7	2.6	2.3	2.0	3.3	3.0	0.5	0.9	0.8
Physical education	9.2	10.3	10.2	11.3	13.4	14.1	2.8	2.9	2.8
Science	1.8	2.1	2.0	2.1	2.8	2.6	0.8	0.5	0.8
Social studies	4.9	9.0	7.8	5.9	11.5	10.5	1.8	3.0	2.8
Home economics	0.3	0.5	0.6	—	—	0.0	1.2	1.8	1.8
Other	10.7	13.0	13.0	8.8	10.6	11.1	16.6	18.6	16.7
Special education	4.4	5.4	6.2	2.9	3.3	3.8	8.9	10.2	11.0
Curriculum and instruction	5.9	5.4	5.7	4.7	4.7	4.2	9.6	7.2	8.5
Educational administration	67.1	68.4	66.3	69.3	71.1	70.8	60.6	62.1	57.8
Educational psychology	1.0	0.6	0.7	0.9	0.3	0.7	1.0	1.1	0.7
Counseling and guidance	6.2	7.4	6.8	6.3	7.3	6.7	6.1	7.6	7.0
Noneducation areas									
General									
English	3.1	3.1	3.4	2.8	2.3	2.7	4.1	5.1	4.8
Mathematics	0.5	1.8	1.3	0.7	2.2	1.7	0.0	0.7	0.7
Agriculture	3.0	—	—	3.7	—	—	1.0	—	—
Military science	2.0	—	—	1.9	—	—	2.1	—	—
Psychology	—	1.8	2.5	—	1.8	2.7	—	1.9	2.1
Home economics	1.0	—	—	1.1	—	—	0.6	—	—
Religion, theology	0.4	—	—	—	—	—	1.6	—	—
Other	7.8	5.8	6.9	8.3	5.8	6.7	6.2	5.8	7.2
Foreign language	1.1	1.1	1.4	0.8	0.7	0.8	2.1	1.9	2.5
Natural science	5.7	4.1	3.7	7.0	5.0	4.7	1.5	2.0	1.8
Social science	14.0	10.0	10.0	16.2	12.1	12.0	7.3	5.1	6.3

Table A14.—Percentage of public and private school principals by sex, by field of study for bachelor's and higher degrees earned: 1987-88, 1990-91, and 1993-94 (continued)

Field of study	All			Sex					
				Male			Female		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE									
Education areas									
Early childhood	2.5	2.9	2.4	0.8	0.3	0.2	4.1	5.5	4.2
Elementary	36.8	35.0	32.3	22.6	20.8	17.4	49.9	48.6	45.2
Secondary	5.8	4.3	6.5	6.5	5.6	9.0	5.2	2.9	4.3
Subject area education									
English	3.2	3.2	3.4	2.5	1.5	2.3	3.9	4.8	4.3
Industrial arts	—	—	—	—	—	—	—	—	—
Mathematics	1.4	1.7	1.6	1.6	1.6	2.2	1.2	1.9	1.1
Physical education	2.2	1.9	3.4	3.3	3.0	5.6	1.2	0.9	1.5
Science	—	1.4	1.2	—	1.4	1.7	—	1.4	0.8
Social studies	2.1	4.9	4.7	3.0	5.8	6.3	1.3	4.1	3.3
Home economics	—	—	—	—	—	—	—	—	—
Other	10.4	14.1	12.6	9.0	15.4	11.7	11.6	12.8	13.4
Special education	6.4	5.7	5.8	4.1	3.3	3.3	8.5	8.0	7.9
Curriculum and instruction	2.6	3.5	2.9	2.9	3.2	3.2	2.2	3.8	2.7
Educational administration	27.8	28.6	28.5	29.6	28.3	30.7	26.2	28.8	26.6
Educational psychology	—	0.8	1.0	—	1.0	0.7	—	0.7	1.3
Counseling and guidance	2.3	3.1	2.5	2.6	3.4	2.8	2.1	2.7	2.2
Noneducation areas									
General									
English	6.3	4.4	5.0	5.6	3.9	5.0	7.0	4.9	5.0
Mathematics	—	2.0	1.8	—	2.4	1.7	—	1.8	1.8
Agriculture	2.8	—	—	3.0	—	—	2.6	—	—
Military science	3.7	0.0	0.0	3.4	0.0	0.0	4.0	0.0	0.0
Psychology	—	2.7	3.4	—	2.6	2.5	—	2.7	4.2
Home economics	12.1	—	—	19.0	—	—	5.9	—	—
Religion, theology	—	7.2	5.2	—	12.2	8.2	—	2.5	2.5
Other	10.2	8.3	11.8	13.0	11.2	15.7	7.6	5.4	8.5
Foreign language	2.0	2.0	1.6	1.3	1.2	1.2	2.6	2.8	1.8
Natural science	2.6	3.6	3.2	3.3	4.5	4.8	2.0	2.7	1.8
Social science	13.7	10.9	9.1	17.6	13.5	10.8	10.1	8.3	7.7

— Too few cases for a reliable estimate.

NOTE: Multiple responses are possible because most principals have more than one degree. Response options for fields of study varied slightly between 1987-88 and 1990-91 instruments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaire), 1990-91 (Public and Private School Administrator Questionnaires), and 1993-94 (Public and Private School Principal Questionnaires).

Table A15.—Percentage of public and private school principals by sex, by prior experience in teaching and other specified education roles: 1987-88, 1990-91, and 1993-94

Experience area	Sex								
	All			Male			Female		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Teacher	98.9	98.7	98.8	98.9	98.6	98.6	98.7	99.0	99.0
Department head	24.4	24.6	19.6	21.0	22.6	20.4	34.5	29.3	18.0
Curriculum specialist or coordinator	(a)	(a)	17.4	(a)	(a)	10.8	(a)	(a)	29.8
Assistant principal or program director	49.7	51.0	54.1	50.1	52.7	53.9	48.8	47.0	54.6
Guidance counselor	10.1	9.2	7.6	10.5	9.7	7.5	8.9	7.9	7.8
Library media specialist/librarian	(a)	(a)	1.4	(a)	(a)	0.7	(a)	(a)	2.6
Athletic coach	29.8	28.7	26.6	38.1	39.1	37.7	4.4	4.4	5.6
Student club sponsor	25.3	26.3	27.9	27.9	29.3	30.2	17.5	19.4	23.5
Other	(a)	24.5	21.4	(a)	20.2	18.8	(a)	34.5	26.4
PRIVATE									
Teacher	89.0	87.0	87.8	81.5	79.7	84.6	95.8	94.0	90.6
Department head	28.3	28.2	18.7	24.7	25.2	19.6	31.6	31.1	18.0
Curriculum specialist or coordinator	(a)	(a)	13.2	(a)	(a)	10.4	(a)	(a)	15.7
Assistant principal or program director	31.4	33.0	29.0	32.4	34.2	32.4	30.4	31.7	26.1
Guidance counselor	7.7	8.3	6.3	11.3	11.0	8.1	4.4	5.8	4.8
Library media specialist/librarian	(a)	(a)	1.2	(a)	(a)	0.5	(a)	(a)	1.8
Athletic coach	16.3	16.7	15.6	29.8	29.3	28.6	4.0	4.6	4.3
Student club sponsor	20.5	21.4	17.3	18.7	21.2	19.1	20.5	21.6	15.7
Other	(a)	17.4	19.1	(a)	16.0	18.2	(a)	18.8	19.9

(a) Item not included on SASS instrument that year.

NOTE: Multiple responses are possible because most principals have more than one prior experience.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaire), 1990-91 (Public and Private School Administrator Questionnaires), and 1993-94 (Public and Private School Principal Questionnaires).

Table A16.—Average years of experience in education for public and private school principals, by selected school and principal characteristics: 1987-88, 1990-91, and 1993-94

School/principal characteristics	Professional experience in education					
	Average years as teachers			Average years as principals		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC						
Total	9.8	10.5	11.0	10.0	9.3	8.6
School level						
Elementary	9.8	10.7	11.2	10.4	9.6	8.9
Secondary	9.7	10.1	10.6	9.3	9.0	8.0
Combined	9.3	10.4	10.9	8.4	8.0	7.5
School size						
Less than 150	9.7	9.9	10.1	8.2	8.6	8.0
150-499	9.8	10.8	11.4	10.6	9.6	9.0
500-749	9.9	10.6	11.0	9.9	9.5	8.6
750 or more	9.5	10.1	10.6	9.5	9.0	8.3
Minority enrollment						
Less than 20%	9.3	10.3	10.7	10.5	9.9	9.3
20-50%	10.0	10.3	11.0	9.9	9.1	8.5
More than 50%	11.0	11.3	11.7	8.7	8.2	7.3
Free-lunch recipients						
Less than 20%	9.4	10.2	11.0	10.4	9.9	9.0
20-49%	9.6	10.4	10.9	10.1	9.4	8.9
50% or more	10.8	11.1	11.4	9.1	8.6	8.1
District size						
Less than 1,000	9.1	10.0	10.6	9.5	8.8	8.5
1,000-4,999	9.7	10.5	11.1	10.2	9.7	8.8
5,000-9,999	9.4	10.3	10.9	10.6	10.0	9.0
10,000 or more	10.3	10.8	11.2	9.7	9.0	8.6
Community type						
Central city	10.3	10.9	11.3	9.6	9.0	8.3
Urban fringe/large town	9.6	10.6	11.2	10.7	9.5	8.8
Rural/small town	9.5	10.2	10.8	9.8	9.4	8.8
Sex						
Male	9.0	9.6	10.0	11.2	10.8	10.2
Female	12.2	12.5	13.0	6.1	5.8	5.6
Race-ethnicity						
American Indian/Alaska Native	9.3	10.0	9.9	9.8	7.7	8.2
Asian/Pacific Islander	10.9	11.2	11.7	7.5	6.7	5.6
Black non-Hispanic	11.8	12.0	12.7	8.9	8.3	7.0
White non-Hispanic	9.6	10.3	10.8	10.2	9.6	9.0
Hispanic	9.6	10.6	11.3	6.7	7.4	6.3
Total minority	11.0	11.5	12.2	8.4	8.0	6.8

Table A16.—Average years of experience in education for public and private school principals, by selected school and principal characteristics: 1987-88, 1990-91, and 1993-94 (continued)

School/principal characteristics	Professional experience in education					
	Average years as teachers			Average years as principals		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE						
Total	9.6	9.4	9.4	7.9	8.6	8.8
School level						
Elementary	10.5	10.2	10.4	8.4	9.0	9.4
Secondary	11.2	11.2	10.5	7.4	8.1	7.8
Combined	6.8	6.7	7.4	7.0	7.8	8.0
School size						
Less than 150	7.1	7.2	7.3	6.8	7.5	8.0
150-499	12.0	11.7	12.0	8.8	9.8	9.7
500-749	11.8	11.6	11.7	10.7	10.2	9.9
750 or more	12.5	11.4	12.3	9.9	9.6	9.9
Minority enrollment						
Less than 20%	9.3	9.1	9.5	7.8	8.6	8.7
20-50%	9.7	9.6	9.1	8.6	8.7	9.3
More than 50%	10.7	10.5	10.0	8.0	8.5	8.8
Sex						
Male	6.7	6.5	7.6	8.1	9.0	9.0
Female	12.3	12.1	11.0	7.8	8.6	8.4
Race-ethnicity						
American Indian/Alaska Native	6.6	9.7	13.4	6.1	14.1	11.1
Asian/Pacific Islander	6.4	8.0	5.3	9.3	10.9	9.3
Black non-Hispanic	9.9	10.9	7.4	6.4	6.9	8.3
White non-Hispanic	9.6	9.4	9.5	8.0	8.7	8.7
Hispanic	11.0	9.6	12.1	7.9	7.0	10.1
Total minority	9.4	10.0	8.9	7.5	7.9	9.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator, Public and Private School, and Teacher Demand and Shortage Questionnaires), 1990-91 (Public and Private School Administrator, Public and Private School, and Teacher Demand and Shortage Questionnaires), and 1993-94 (Public and Private School Principal, Public and Private School, and Teacher Demand and Shortage Questionnaires).

Table A17.—Percentage of public and private school principals who view various issues as serious problems in their schools, by school level: 1987-88, 1990-91, and 1993-94

School problems	School level								
	Elementary			Secondary			Combined		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Teacher absenteeism	1.6	1.1	0.8	2.7	2.3	1.2	3.0	2.2	1.6
Student tardiness	2.7	3.0	2.3	10.5	10.2	9.2	4.1	5.2	4.7
Student absenteeism	3.6	3.6	2.4	15.3	14.3	11.6	10.4	9.2	8.3
Students cutting class	0.2	0.1	0.0	4.3	3.3	3.9	1.4	1.8	1.2
Student dropping out	(a)	0.5	0.2	(a)	9.0	6.8	(a)	4.8	5.2
Student apathy	(a)	4.7	5.6	(a)	13.7	14.7	(a)	12.6	13.1
Physical conflicts among students	2.6	2.3	3.4	1.4	1.6	3.1	2.8	3.2	5.4
Robbery or theft	0.6	0.5	0.4	0.6	0.8	0.8	1.3	0.6	1.0
Vandalism of school property	0.8	1.0	1.4	0.8	0.8	1.0	1.4	0.5	1.9
Student pregnancy	0.2	0.2	0.2	6.3	7.4	8.4	4.4	4.5	4.4
Student use of alcohol	0.4	0.7	0.2	11.7	14.0	13.3	7.2	7.2	5.7
Student drug abuse	0.3	0.3	0.2	5.6	3.8	4.6	3.8	2.7	2.7
Student possession of weapons	—	—	0.2	—	—	1.0	—	—	1.1
Student disrespect for teachers	(a)	2.8	2.7	(a)	3.2	4.4	(a)	3.6	6.5
Verbal abuse of teachers	0.6	1.2	1.4	0.9	1.9	2.7	2.9	3.9	5.2
Lack of academic challenge	(a)	2.0	1.2	(a)	4.0	4.0	(a)	4.9	4.1
Lack of parent involvement	(a)	11.9	10.2	(a)	19.8	19.7	(a)	19.4	20.9
Parental alcohol/drug abuse	(a)	6.4	7.0	(a)	6.0	7.6	(a)	8.7	9.8
Poverty	(a)	15.4	17.0	(a)	11.5	13.3	(a)	17.0	19.2
Racial tension	(a)	0.4	1.1	(a)	0.7	1.2	(a)	2.1	1.2
Students come unprepared to learn	(a)	(a)	11.6	(a)	(a)	12.5	(a)	(a)	13.1
Poor nutrition	(a)	(a)	4.1	(a)	(a)	2.6	(a)	(a)	3.8
Poor student health	(a)	(a)	2.4	(a)	(a)	1.3	(a)	(a)	5.5
Student problems with English language	(a)	(a)	4.6	(a)	(a)	2.5	(a)	(a)	3.2
Cultural conflict	(a)	1.1	(a)	(a)	1.4	(a)	(a)	2.9	(a)
Physical abuse of teachers	—	—	(a)	—	—	(a)	—	0.7	(a)

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Table A17.—Percentage of public and private school principals who view various issues as serious problems in their schools, by school level: 1987-88, 1990-91, and 1993-94 (continued)

School problems	School level								
	Elementary			Secondary			Combined		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE									
Teacher absenteeism	—	—	—	—	—	—	—	—	—
Student tardiness	0.9	1.3	1.2	5.8	2.0	4.3	1.4	1.2	0.6
Student absenteeism	—	—	0.0	—	—	2.3	—	—	0.7
Students cutting class	—	—	0.0	—	—	—	—	—	0.2
Student dropping out	(a)	—	0.0	(a)	—	—	(a)	—	0.1
Student apathy	(a)	0.6	0.9	(a)	2.0	5.0	(a)	2.4	2.9
Physical conflicts among students	—	—	—	—	—	2.6	—	—	0.9
Robbery or theft	—	—	—	—	—	—	—	—	—
Vandalism of school property	—	—	0.5	—	—	1.8	0.7	—	0.4
Student pregnancy	—	—	0.0	—	—	1.9	—	—	—
Student use of alcohol	—	—	—	—	4.1	11.6	—	0.9	1.2
Student drug abuse	—	—	—	—	—	7.1	—	—	0.5
Student possession of weapons	0.0	—	—	0.0	—	—	0.0	—	—
Student disrespect for teachers	(a)	—	0.5	(a)	—	3.2	(a)	—	3.2
Verbal abuse of teachers	—	0.5	0.2	—	1.5	1.8	—	2.7	3.4
Lack of academic challenge	(a)	—	—	(a)	—	—	(a)	—	—
Lack of parent involvement	(a)	1.1	1.9	(a)	3.5	5.2	(a)	3.3	4.6
Parental alcohol/drug abuse	(a)	0.2	0.8	(a)	2.9	8.6	(a)	3.7	2.4
Poverty	(a)	3.0	3.0	(a)	2.4	6.3	(a)	5.0	3.2
Racial tension	(a)	—	—	(a)	—	—	(a)	—	—
Students come unprepared to learn	(a)	(a)	1.3	(a)	(a)	2.5	(a)	(a)	3.8
Poor nutrition	(a)	(a)	1.1	(a)	(a)	0.0	(a)	(a)	2.0
Poor student health	(a)	(a)	—	(a)	(a)	0.0	(a)	(a)	2.0
Student problems with English language	(a)	(a)	1.0	(a)	(a)	—	(a)	(a)	0.4
Cultural conflict	(a)	—	(a)	(a)	—	(a)	(a)	—	(a)
Physical abuse of teachers	—	0.1	(a)	0.0	—	(a)	—	0.3	(a)

(a) Item not included on SASS questionnaire that year.

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Private School Principal Questionnaires).

Table A18.—Percentage of public and private elementary school principals who view certain issues as serious problems in their schools, by selected school characteristics: 1993-94

School characteristics	Five most frequently identified problems in elementary schools				
	Poverty	Students come unprepared to learn	Lack of parent involvement	Parent alcohol/drug abuse	Student apathy
PUBLIC					
Total	17.0	11.6	10.2	7.0	5.6
Minority enrollment					
Less than 20%	8.6	6.0	5.0	3.6	3.6
20% to 50%	14.7	13.1	11.3	8.6	8.1
More than 50%	38.4	23.1	20.9	13.3	7.9
School size					
Less than 150	14.6	6.0	5.4	6.6	2.9
150 to 499	16.2	10.0	10.0	7.0	4.7
500 to 749	16.4	15.1	9.8	6.2	7.0
750 or more	23.9	14.2	15.0	8.7	8.3
District size					
Less than 1,000	12.9	5.8	5.9	6.9	4.3
1,000-4,999	13.6	9.7	7.7	4.6	6.0
5,000-9,999	14.3	10.1	12.4	6.0	6.5
10,000 or more	22.4	15.3	13.3	9.1	5.9
Community type					
Central city	26.1	18.8	15.8	10.2	6.3
Urban fringe/large town	10.6	8.3	7.4	4.9	3.6
Rural/small town	16.0	9.6	8.7	6.5	6.4
PRIVATE					
Total	3.0	1.3	1.9	0.8	0.9
Minority enrollment					
Less than 20%	0.8	0.5	0.2	0.0	0.0
20% to 50%	1.3	0.3	1.4	0.9	—
More than 50%	11.6	4.8	8.5	3.4	4.7
School size					
Less than 150	2.9	1.4	2.0	1.5	1.2
150 to 499	2.9	1.3	1.4	—	0.7
500 to 749	—	0.0	—	0.0	0.0
750 or more	—	0.0	—	0.0	0.0

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in elementary schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal, Public School, and Teacher Demand and Shortage Questionnaires).

Table A19.—Percentage of public and private secondary school principals who view certain issues as serious problems in their schools, by selected school characteristics: 1993-94

School characteristics	Five most frequently identified problems in secondary schools				
	Lack of parent involvement	Student apathy	Student alcohol use	Poverty	Students come unprepared to learn
PUBLIC					
Total	19.7	14.7	13.3	13.3	12.5
Minority enrollment					
Less than 20%	13.7	12.0	15.6	7.0	8.6
20% to 50%	20.8	16.1	12.3	12.3	14.4
More than 50%	38.7	21.9	7.0	36.0	23.3
School size					
Less than 150	22.4	14.3	15.9	16.3	11.0
150 to 499	19.3	13.2	15.4	13.6	14.7
500 to 749	17.3	13.5	11.9	11.7	8.8
750 or more	20.0	16.6	11.2	12.6	13.1
District size					
Less than 1,000	17.8	10.3	17.7	12.7	11.1
1,000-4,999	17.9	15.6	14.2	11.7	11.8
5,000-9,999	18.5	13.5	9.9	9.2	8.5
10,000 or more	24.2	17.6	9.1	19.0	16.3
Community type					
Central city	23.8	16.3	6.1	21.6	17.2
Urban fringe/large town	16.4	13.2	11.4	8.4	9.2
Rural/small town	19.8	14.7	16.3	12.9	12.5
PRIVATE					
Total	5.2	5.0	11.6	6.3	2.5
Minority enrollment					
Less than 20%	0.7	—	8.5	—	—
20% to 50%	7.0	9.2	—	10.7	1.7
More than 50%	19.4	16.5	42.5	21.4	—
School size					
Less than 150	7.6	8.1	18.4	10.2	5.4
150 to 499	5.8	5.0	5.0	6.2	—
500 to 749	0.0	0.0	11.0	0.0	—
750 or more	0.0	0.0	13.9	0.0	0.0

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in secondary schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal, Public School, and Teacher Demand and Shortage Questionnaires).

Table A20.—Percentage of public and private combined school principals who view certain issues as serious problems in their schools, by selected school characteristics: 1993-94

School characteristics	Five most frequently identified problems in combined schools				
	Lack of parent involvement	Poverty	Student apathy	Students come unprepared to learn	Parent alcohol/drug abuse
PUBLIC					
Total	20.9	19.2	13.1	13.1	9.8
Minority enrollment					
Less than 20%	14.0	11.8	10.0	8.0	5.8
20% to 50%	15.4	13.2	9.9	8.6	6.2
More than 50%	36.3	35.7	21.3	25.0	19.1
School size					
Less than 150	24.6	26.8	16.3	17.7	17.3
150 to 499	20.1	15.8	11.4	10.3	7.6
500 to 749	16.3	14.6	12.3	10.4	1.7
750 or more	17.2	12.6	11.0	12.8	2.9
District size					
Less than 1,000	15.2	17.9	12.0	8.9	12.3
1,000-4,999	20.5	21.1	13.5	13.2	9.8
5,000-9,999	26.2	13.6	12.4	16.0	4.4
10,000 or more	25.6	23.4	15.0	16.0	9.5
Community type					
Central city	29.2	30.9	17.4	22.5	11.5
Urban fringe/large town	21.0	15.8	15.8	8.3	8.6
Rural/small town	18.3	16.4	11.2	11.4	9.5
PRIVATE					
Total	4.6	3.2	2.9	3.8	2.4
Minority enrollment					
Less than 20%	2.8	—	1.8	2.4	—
20% to 50%	4.2	11.6	4.9	2.8	6.8
More than 50%	16.5	10.6	6.5	14.2	4.4
School size					
Less than 150	6.2	3.8	3.1	5.6	3.6
150 to 499	1.7	2.7	2.8	—	0.0
500 to 749	0.0	0.0	—	0.0	0.0
750 or more	0.0	0.0	0.0	0.0	0.0

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in combined schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal, Public School, and Teacher Demand and Shortage Questionnaires).

Table A21.—Percentage of public elementary school principals who view certain issues as serious problems in their schools, by sex, age, experience, and race-ethnicity of principals: 1993-94

Principal characteristics	Five most frequently identified problems in public elementary schools				
	Poverty	Students come unprepared to learn	Lack of parent involvement	Parent alcohol/drug abuse	Student apathy
Total	17.0	11.6	10.2	7.0	5.6
Sex					
Male	14.9	9.9	10.5	5.8	6.6
Female	20.0	14.0	9.6	8.6	4.1
Age					
Under 35	20.3	6.4	10.5	11.5	4.2
35-39	16.6	8.8	8.6	8.7	4.3
40-44	14.4	11.9	10.4	4.5	5.3
45-49	17.8	12.8	10.8	8.1	7.7
50-54	18.8	12.4	11.1	7.8	4.4
55 and over	16.3	9.8	7.9	5.6	4.4
Experience as a principal					
Fewer than 3 years	21.6	12.5	12.0	8.2	5.5
3 to 9 years	15.7	11.5	9.3	6.8	5.2
10 years or more	15.7	11.2	9.9	6.3	6.1
Race-ethnicity					
American Indian/Alaska Native	29.4	16.5	12.7	9.7	5.6
Asian/Pacific Islander	17.2	14.5	7.1	—	—
Black non-Hispanic	30.0	16.1	16.1	9.6	5.7
White non-Hispanic	14.2	10.5	9.2	6.4	5.7
Hispanic	35.3	18.8	14.0	10.5	3.8

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in elementary schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal Questionnaire).

Table A22.—Percentage of public secondary school principals who view certain issues as serious problems in their schools, by sex, age, experience, and race-ethnicity of principals: 1993-94

Principal characteristics	Five most frequently identified problems in public secondary schools				
	Lack of parent involvement	Student apathy	Student alcohol use	Poverty	Students come unprepared to learn
Total	19.7	14.7	13.3	13.3	12.5
Sex					
Male	19.4	14.2	13.5	12.2	11.9
Female	21.6	17.3	12.4	20.0	16.2
Age					
Under 35	10.1	10.7	13.8	9.7	5.2
35-39	17.5	15.3	13.5	11.5	11.7
40-44	19.9	16.5	13.3	14.8	12.6
45-49	19.7	11.7	13.5	12.2	11.3
50-54	21.4	17.2	13.8	13.9	14.9
55 and over	19.3	15.7	12.0	14.3	13.2
Experience as a principal					
Fewer than 3 years	22.0	13.8	12.9	15.3	12.8
3 to 9 years	19.8	15.1	14.5	13.7	12.5
10 years or more	18.0	14.7	12.2	11.5	12.4
Race-ethnicity					
American Indian/Alaska Native	15.2	8.9	10.8	11.7	6.5
Asian/Pacific Islander	15.2	19.7	7.1	5.6	8.2
Black non-Hispanic	35.2	18.8	1.2	28.4	23.4
White non-Hispanic	18.1	14.3	14.5	11.3	11.6
Hispanic	28.4	17.3	8.9	35.6	15.1

NOTE: Problems listed are the five most frequently identified in secondary schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal Questionnaire).

Table A23.—Percentage of public combined school principals who view certain issues as serious problems in their schools, by sex, age, experience, and race-ethnicity of principals: 1993-94

Principal characteristics	Five most frequently identified problems in public combined schools				
	Lack of parent involvement	Poverty	Student apathy	Students come unprepared to learn	Parent alcohol/drug abuse
Total	20.9	19.2	13.1	13.1	9.8
Sex					
Male	19.0	16.9	12.2	12.3	8.4
Female	27.0	26.3	16.2	15.9	14.1
Age					
Under 35	31.0	13.1	13.7	9.5	—
35-39	16.9	20.0	5.4	5.9	6.7
40-44	20.2	20.1	11.9	14.7	8.3
45-49	18.1	19.0	13.4	11.1	9.8
50-54	24.8	19.4	14.3	14.8	12.6
55 and over	22.5	18.6	15.8	17.2	10.2
Experience as a principal					
Fewer than 3 years	21.8	21.5	17.4	16.9	10.1
3 to 9 years	20.7	20.7	11.9	10.5	10.4
10 years or more	20.4	15.0	10.7	13.1	8.7
Race-ethnicity					
American Indian/Alaska Native	20.9	23.9	—	—	13.9
Asian/Pacific Islander	—	16.7	0.0	—	0.0
Black non-Hispanic	48.4	48.5	2.9	40.6	7.1
White non-Hispanic	19.1	16.3	11.6	10.6	10.2
Hispanic	12.6	47.0	—	39.7	—

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in combined schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire).

Table 24.—Percentage of public and private school principals who rated specific educational goals as first, second, or third most important for students to achieve, by school level, community type, and minority enrollment: 1993-94

School characteristics	Goals							
	Building basic literacy	Encouraging academic excellence	Promoting occupational/voc. skills	Promoting work habits	Promoting personal growth	Promoting human relations	Promoting moral values	Promoting multicultural awareness/religious div.
PUBLIC								
Total	72.1	62.4	15.2	57.7	50.3	24.3	6.3	11.2
School level								
Elementary	75.4	61.7	8.5	58.7	53.2	24.6	6.2	11.6
Secondary	63.6	66.6	30.3	56.3	43.9	23.2	6.6	9.5
Combined	69.9	51.1	40.6	55.1	45.0	20.4	9.0	9.0
Community type								
Central city	71.3	64.9	13.6	53.3	48.0	34.9	6.2	17.4
Urban fringe/large town	66.2	67.0	9.9	54.4	51.8	25.6	5.9	15.2
Rural/small town	74.5	59.5	18.9	61.6	49.6	23.2	6.6	5.9
Minority enrollment								
Less than 20%	72.1	62.0	14.8	61.1	52.5	34.6	6.2	6.6
20% to 50%	71.1	60.6	14.8	57.7	47.0	27.6	6.5	15.1
More than 50%	74.0	65.6	15.7	50.6	49.5	20.2	6.9	17.6
PRIVATE								
Total	46.4	62.0	5.9	41.5	43.7	11.7	27.8	61.0
School level								
Elementary	47.8	60.5	3.1	37.5	47.3	10.4	26.1	67.2
Secondary	29.9	68.0	4.4	40.7	55.4	16.5	28.5	56.5
Combined	51.2	59.7	10.7	49.4	35.7	13.7	28.2	51.3
Community type								
Central city	44.1	64.9	4.7	43.0	44.0	9.6	31.4	58.2
Urban fringe/large town	43.5	65.0	6.5	38.1	49.8	14.2	23.3	59.6
Rural/small town	53.1	74.0	6.8	43.7	35.8	11.6	28.3	66.6
Minority enrollment								
Less than 20%	46.2	61.6	3.8	43.0	43.1	10.5	27.9	64.7
20% to 50%	44.6	64.7	6.4	40.7	48.6	16.6	21.4	50.9
More than 50%	52.3	74.4	7.8	38.4	47.2	14.0	28.7	57.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public and Private School Principal and School Questionnaires).

Table A25.—Mean ratings by public and private school principals regarding their influence in establishing curriculum, hiring new teachers, and setting discipline policy, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94

Principal characteristics	Activity area								
	Establishing curriculum			Hiring new teachers			Setting discipline policy		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Total	4.4	4.3	4.4	4.9	5.2	5.3	5.1	5.3	5.4
Sex									
Male	4.5	4.3	4.4	5.0	5.2	5.3	5.1	5.3	5.4
Female	4.4	4.2	4.5	4.8	5.1	5.3	5.1	5.3	5.4
Race-ethnicity									
American Indian/Alaska Native	4.6	4.3	4.3	5.0	5.0	5.2	5.1	5.1	5.2
Asian/Pacific Islander	4.5	4.3	4.7	4.9	5.3	5.6	5.3	5.3	5.5
Black non-Hispanic	4.1	4.0	4.4	4.4	4.6	4.8	4.8	5.0	5.3
White non-Hispanic	4.5	4.3	4.4	5.0	5.2	5.4	5.2	5.3	5.4
Hispanic	4.4	4.4	4.7	4.6	4.9	5.4	5.2	5.1	5.5
Age									
Under 35	4.6	4.5	4.5	5.0	5.4	5.3	5.3	5.5	5.4
35-39	4.6	4.4	4.6	5.2	5.3	5.4	5.2	5.4	5.5
40-44	4.4	4.3	4.5	5.1	5.2	5.4	5.2	5.3	5.4
45-49	4.5	4.2	4.4	5.0	5.2	5.3	5.2	5.3	5.4
50-54	4.4	4.2	4.4	4.9	5.1	5.3	5.1	5.2	5.3
55 or over	4.3	4.2	4.4	4.6	5.0	5.1	5.0	5.2	5.3

Table A25.—Mean ratings by public and private school principals regarding their influence in establishing curriculum, hiring new teachers, and setting discipline policy, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94 (continued)

Principal characteristics	Activity area								
	Establishing curriculum			Hiring new teachers			Setting discipline policy		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE									
Total	5.2	5.4	5.3	5.4	5.6	5.6	5.5	5.7	5.7
Sex									
Male	5.2	5.3	5.3	5.2	5.4	5.4	5.4	5.6	5.6
Female	5.3	5.4	5.4	5.6	5.7	5.7	5.6	5.8	5.8
Race-ethnicity									
American Indian/Alaska Native	4.8	5.3	5.7	5.8	6.0	4.5	5.7	5.6	6.0
Asian/Pacific Islander	4.9	4.8	5.4	5.9	5.7	5.6	5.9	5.6	6.0
Black non-Hispanic	5.3	5.1	5.3	5.3	5.4	5.5	5.2	5.6	5.6
White non-Hispanic	5.2	5.4	5.3	5.4	5.6	5.6	5.5	5.7	5.7
Hispanic	5.5	5.3	5.6	5.6	5.6	5.9	5.6	5.6	5.8
Age									
Under 35	5.2	5.2	4.8	5.0	5.1	4.9	5.4	5.6	5.4
35-39	5.2	5.5	5.3	5.4	5.8	5.5	5.4	5.7	5.7
40-44	5.3	5.4	5.4	5.5	5.5	5.7	5.5	5.7	5.7
45-49	5.3	5.3	5.4	5.6	5.6	5.6	5.6	5.6	5.7
50-54	5.3	5.4	5.5	5.7	5.7	5.8	5.6	5.7	5.8
55 and over	5.2	5.4	5.4	5.4	5.6	5.7	5.5	5.7	5.8

NOTE: Principals were asked to rate how much actual influence they had on each activity on a scale of 1 to 6, where 1 represented none and 6 represented a great deal. The 1993-94 questionnaires used a 0 to 5 scale, and 1993-94 scores in this table have been adjusted to the 1 to 6 scale.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaire), 1990-91 (Public and Private School Administrator Questionnaires), and 1993-94 (Public and Private School Principal Questionnaires).

Table A26.—Mean ratings by public and private school principals regarding their influence in establishing curriculum, hiring new teachers, and setting discipline policy, by selected school characteristics: 1987-88, 1990-91, and 1993-94

School characteristics	Activity area								
	Establishing curriculum			Hiring new teachers			Setting discipline policy		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Total	4.4	4.3	4.4	4.9	5.2	5.3	5.1	5.3	5.4
School level									
Elementary	4.4	4.2	4.4	4.9	5.1	5.3	5.1	5.2	5.3
Secondary	4.6	4.4	4.6	5.1	5.3	5.4	5.2	5.4	5.5
Combined	4.7	4.5	4.5	5.0	5.1	5.3	5.2	5.3	5.3
School size									
Less than 150	4.7	4.5	4.6	4.8	5.1	5.2	5.2	5.3	5.4
150-499	4.5	4.3	4.4	5.0	5.1	5.3	5.1	5.3	5.3
500-749	4.3	4.3	4.4	4.9	5.3	5.3	5.1	5.3	5.4
750 or more	4.4	4.2	4.4	5.0	5.2	5.4	5.2	5.2	5.4
Minority enrollment									
Less than 20%	4.6	4.4	4.5	5.1	5.3	5.4	5.2	5.4	5.4
20%-50%	4.3	4.2	4.4	4.9	5.2	5.4	5.1	5.3	5.4
More than 50%	4.2	4.0	4.4	4.4	4.7	5.0	4.9	5.1	5.2
District size									
Less than 1,000	5.0	4.7	4.7	5.2	5.3	5.4	5.3	5.4	5.4
1,000-4,999	4.7	4.5	4.5	5.2	5.4	5.4	5.3	5.4	5.4
5,000-9,999	4.4	4.2	4.3	4.9	5.2	5.3	5.1	5.3	5.3
10,000 or more	4.0	3.9	4.2	4.5	4.9	5.1	4.9	5.1	5.3

Table A26.—Mean ratings by public and private school principals regarding their influence in establishing curriculum, hiring new teachers, and setting discipline policy, by selected school characteristics: 1987-88, 1990-91, and 1993-94 (continued)

School characteristics	Activity area								
	Establishing curriculum			Hiring new teachers			Setting discipline policy		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE									
Total	5.2	5.4	5.3	5.5	5.6	5.6	5.5	5.7	5.7
School level									
Elementary	5.2	5.4	5.3	5.5	5.5	5.6	5.6	5.7	5.8
Secondary	5.4	5.3	5.5	5.8	5.8	5.8	5.4	5.7	5.8
Combined	5.3	5.4	5.4	5.3	5.6	5.6	5.5	5.6	5.6
School size									
Less than 150	5.2	5.2	5.2	5.2	5.3	5.4	5.4	5.6	5.6
150-499	5.3	5.5	5.4	5.7	5.8	5.8	5.6	5.8	5.8
500-749	5.3	5.4	5.6	5.8	5.9	5.9	5.7	5.7	5.8
750 or more	5.5	5.5	5.5	5.8	5.8	5.9	5.7	5.8	5.8
Minority enrollment									
Less than 20%	5.2	5.4	5.3	5.4	5.6	5.5	5.5	5.7	5.7
20%-50%	5.2	5.3	5.4	5.4	5.6	5.7	5.5	5.8	5.8
More than 50%	5.3	5.1	5.4	5.6	5.5	5.8	5.6	5.7	5.8

NOTE: Principals were asked to rate how much actual influence they had on each activity on a scale of 1 to 6, where 1 represented none and 6 represented a great deal. The 1993-94 questionnaires used a 0 to 5 scale, and 1993-94 scores in this table have been adjusted to the 1 to 6 scale.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator, Public and Private School, and Teacher Demand and Shortage Questionnaires), 1990-91 (Public and Private School Administrator, Public and Private School, and Teacher Demand and Shortage Questionnaires), and 1993-94 (Public and Private School Principal, Public and Private School, and Teacher Demand and Shortage Questionnaires).

Table A27.—Percentage of public and private school principals by plans to remain principals, by school level, minority enrollment, school size, and community type: 1993-94

School characteristics	Plans to remain principal				
	As long as able	Until eligible to retire	Unless something better comes	Leave as soon as possible	Undecided
PUBLIC					
Total	31.6	23.1	15.5	2.7	26.9
School level					
Elementary	32.3	22.6	15.2	2.6	27.3
Secondary	30.9	25.4	15.5	3.1	24.9
Combined	29.4	25.1	16.5	2.1	24.9
Minority enrollment					
Less than 20%	30.9	23.7	15.1	3.0	27.1
20% to 50%	31.4	24.5	12.7	2.6	27.0
More than 50%	32.9	21.4	8.1	2.3	25.2
School size					
Less than 150	32.0	22.6	15.6	5.2	24.2
150 to 499	30.3	25.7	14.7	2.7	26.5
500 to 749	32.6	20.5	17.2	1.9	27.6
750 or more					
Community type					
Central city	31.5	21.2	16.1	2.6	26.4
Urban fringe/large town	31.4	22.3	13.2	2.3	26.8
Rural/small town	30.1	24.5	16.3	3.1	26.1

Table A27.—Percentage of public and private school principals by plans to remain principals, by school level, minority enrollment, school size, and community type: 1993-94 (continued)

School characteristics	Plans to remain principal				
	As long as able	Fixed number of years	Either until retiring or until 1995	Leave as soon as possible	Indicated
PRIVATE					
Total	51.5	8.8	1.9	2.7	36.0
School level					
Elementary	47.5	9.0	2.0	2.8	35.5
Secondary	49.7	7.5	2.0	1.8	39.0
Combined	56.2	9.3	1.1	2.9	30.5
Minority enrollment					
Less than 20%	49.3	10.8	1.2	2.5	36.2
20% to 50%	52.6	7.9	1.8	2.7	35.0
More than 50%	55.0	7.8	24.0	1.8	10.4
School size					
Less than 150	48.3	8.3	2.1	2.8	38.5
150 to 499	54.3	10.2	1.2	2.8	31.5
500 to 749	47.9	7.2	18.7	1.1	24.9
750 or more	66.5	7.8	12.9	2.5	10.3
Community type					
Central city	54.3	8.0	1.9	1.2	34.6
Urban fringe/large town	54.2	8.8	2.1	2.8	32.1
Rural/small town	48.2	10.0	1.2	2.2	38.4

NOTE: Details may not add to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public and Private School Principal Questionnaire).

Table A.18.—Percentage of public school principals by plans to remain principals, by age and years of experience as a principal within sex: 1993-94

Principal characteristics	Plans to remain principal				
	As long as they wish	For a definite number of years	Within existing term limits	Leave to pursue private practice	Total
1993-94					
Total	51.3	25.9	19.8	3.1	99.1
Age					
Under 35	37.3	18.8	33.3	1.2	90.6
35-44	37.8	18.7	36.3	1.4	94.2
45-54	33.8	22.3	38.9	3.0	98.0
55-64	36.3	26.7	34.3	2.4	99.7
65-74	28.8	23.8	33.3	1.3	86.2
75 and over	36.4	18.7	34.2	3.1	92.4
Experience					
Under 5 years	36.3	26.8	37.8	1.0	101.9
5 to 9 years	38.2	27.8	36.2	1.4	103.6
10 years or more	51.3	25.8	19.8	3.1	99.9
1994-95					
Total	51.4	25.9	19.8	1.9	99.0
Age					
Under 35	38.3	18.8	38.3	3.6	100.0
35-44	33.8	27.3	35.8	3.0	100.0
45-54	37.8	24.3	36.8	3.0	101.9
55-64	33.3	23.3	35.8	3.6	96.0
65-74	33.3	25.8	33.8	1.9	94.8
75 and over	33.8	26.3	33.3	3.6	97.0
Experience					
Under 5 years	33.3	26.3	33.8	1.9	95.3
5 to 9 years	38.8	23.3	33.8	1.3	96.2
10 years or more	51.4	25.8	19.8	1.9	99.9

Source: Results are not additive 100 percent due to rounding.

U.S. DEPARTMENT OF EDUCATION, National Center for Education Statistics, Institute for Education Services, 1995-96 Public School Principal Surveys.

**Section 2 • Affiliation/Typology
Tables for Private Schools**

Table A29.—Percentage of private school principals by private school affiliation, by sex, race-ethnicity, highest degree earned, average age, salary, and years as a principal: 1993-94

Principal characteristics	Private school affiliation								
	Assoc. Military Colleges/Schs.	Catholic	Friends	Episcopal	Nat. Soc. Hebrew Day Schs.	Solomon Schechter Day Schs.	Other Jewish	Lutheran, Missouri Synod	Wisconsin Evangelical Lutheran
Total number	30	7,695	62	302	164	49	339	930	348
Sex									
Male	96.0	23.6	41.7	48.3	69.4	37.6	51.0	85.9	99.4
Female	—	76.4	58.3	51.7	30.6	62.4	49.0	14.1	—
Race-ethnicity									
American Indian/Alaska Native	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian/Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0	0.0	—	0.0
Black non-Hispanic	0.0	3.2	—	—	0.0	—	0.0	—	—
White non-Hispanic	100.0	92.8	97.1	97.2	98.2	97.4	97.7	96.2	99.7
Hispanic	0.0	3.3	0.0	—	—	0.0	—	—	0.0
Total minority	0.0	7.2	—	—	—	—	—	3.8	—
Highest degree earned									
Less than bachelor's	0.0	—	—	0.0	3.6	0.0	10.2	—	—
Bachelor's	—	11.9	14.9	19.2	12.0	9.9	12.5	35.2	63.4
Master's	35.1	73.3	59.9	54.7	37.2	45.0	35.4	58.3	34.2
Ed. spec./prof. dipl.	11.3	11.1	7.8	11.5	31.7	12.7	14.8	4.0	—
Doctorate	—	3.5	13.6	14.6	15.5	32.4	26.9	—	0.0
Average age	45.3	49.4	48.1	50.3	47.8	47.5	48.3	46.6	40.5
Average salary	\$45,789	\$28,995	\$51,536	\$49,692	\$46,906	\$59,885	\$51,615	\$31,338	\$24,950
Average years as principal	9.7	9.1	7.8	10.0	9.2	10.2	11.4	11.8	11.7

Table A29.—Percentage of private school principals by private school affiliation, by sex, race-ethnicity, highest degree earned, average age, salary, and years as a principal: 1993-94 (continued)

Principal characteristics	Private school affiliation								
	Evangelical Lutheran Church	Other Lutheran	Seventh-Day Adventist	Christian Schools International	Association of Christian Schools, Int	Nat. Assoc. Priv. Schools Exceptional Children	Montessori	National Association of Independent Schools*	Other Private Schools
Total number	98	50	929	293	2,054	262	639	797	7,537
Sex									
Male	24.7	75.7	63.0	67.2	63.2	44.2	4.5	66.5	52.8
Female	75.3	24.3	37.0	32.8	36.8	55.8	95.5	33.5	47.2
Race-ethnicity									
American Indian/Alaska Native	0.0	—	—	0.0	—	—	0.0	0.0	1.6
Asian/Pacific Islander	0.0	0.0	—	—	0.0	0.0	10.8	3.5	0.5
Black non-Hispanic	2.5	0.0	6.9	—	5.6	5.9	—	—	4.3
White non-Hispanic	96.6	97.6	92.3	90.7	93.5	92.4	87.1	91.9	91.0
Hispanic	—	0.0	0.0	—	0.0	—	0.0	—	2.6
Total minority	3.3	—	7.7	9.3	6.4	7.5	12.9	8.1	9.0
Highest degree earned									
Less than bachelor's	—	—	—	0.0	6.7	0.0	6.5	—	21.1
Bachelor's	24.2	68.2	52.6	39.1	29.3	4.3	31.6	9.9	32.7
Master's	62.3	19.5	41.9	52.0	56.9	61.5	31.7	61.4	33.6
Ed. spec./prof. dipl.	4.6	—	—	—	3.0	18.5	21.3	6.7	6.4
Doctorate	4.2	—	—	5.0	3.9	15.6	8.9	19.0	6.2
Average age	48.0	43.8	45.3	48.0	45.0	46.0	47.6	49.4	45.6
Average salary	\$30,155	\$24,250	\$26,127	\$35,847	\$28,851	\$53,664	\$34,546	\$68,037	\$29,024
Average years as principal	11.1	11.7	7.5	10.3	7.3	9.8	12.0	8.8	8.0

* Religious, military, Montessori, and special education schools that are members of the National Association of Independent Schools are reported under these classifications.

— Too few cases for a reliable estimate.

NOTE: Details may not add to 100 percent due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Private School Principal and School Questionnaires).

Table A30.—Percentage of private school principals by private school type, by sex, race-ethnicity, highest degree earned, average age, salary, and years as a principal: 1993-94

Principal characteristics	Private school typology											
	Catholic				Other religious				Nonsectarian			
	All	Para-chial	Diocesan	Private order	All	Conser-vative Christian	Affiliated	Unaffiliated	All	Regular	Special emphasis	Special educa-tion
Total number	8,323	5,132	2,404	787	11,362	4,598	3,395	3,369	5,331	2,385	1,730	1,209
Sex												
Male	23.9	18.9	29.5	39.4	69.7	73.7	65.6	68.4	31.9	39.6	20.6	32.9
Female	76.1	81.1	70.4	60.6	30.3	26.3	34.4	31.6	68.1	60.4	79.4	67.2
Race-ethnicity												
American Indian/Alaska Native	0.7	—	—	—	0.3	—	—	—	—	—	—	—
Asian/Pacific Islander	0.0	0.0	0.0	0.0	0.4	0.0	0.8	0.7	2.2	0.4	5.3	1.1
Black non-Hispanic	3.0	3.8	1.7	—	5.6	5.6	4.8	6.4	3.3	5.3	1.9	1.1
White non-Hispanic	93.2	92.2	95.8	91.4	92.9	93.2	92.9	92.6	90.4	91.2	88.6	91.2
Hispanic	3.2	3.3	1.8	6.5	0.7	—	0.9	—	3.5	1.4	—	6.4
Total minority	6.8	7.0	4.2	8.6	7.1	6.0	7.1	7.4	9.6	8.0	11.4	8.8
Highest degree earned												
Less than bachelor's	—	—	0.0	0.0	15.3	12.3	5.3	29.3	6.7	8.8	8.3	0.1
Bachelor's	11.8	14.3	8.5	5.8	35.3	30.8	35.0	33.4	27.9	30.0	35.7	12.7
Master's	73.4	72.5	77.5	67.0	38.8	42.4	44.7	28.0	44.6	48.1	30.4	62.0
Ed. spec./prof. dipl.	11.1	10.7	11.0	14.0	4.9	4.1	5.9	5.1	10.6	5.6	16.3	12.3
Doctorate	3.4	2.1	3.1	13.2	5.7	4.4	9.0	4.1	10.2	9.5	9.2	12.8
Average age	49.5	49.7	48.9	49.5	45.2	45.2	45.5	45.0	47.5	49.1	47.8	44.0
Average salary	\$29,184	\$27,228	\$30,296	\$19,206	\$28,553	\$24,989	\$34,428	\$26,710	\$41,508	\$47,040	\$36,303	\$47,080
Average years as principal	9.2	9.4	9.0	8.1	8.3	7.5	8.6	9.1	9.0	10.3	8.8	6.9

— Too few cases for a reliable estimate.

NOTE: Details may not add to 100 percent due to rounding or cell suppression.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Private School Principal and School Questionnaires).

Table A31.—Percentage of private school principals by benefits received, by private school type: 1993-94

Principal characteristics	Medical insurance	Dental insurance	Life insurance	Pension plan	In-kind benefits ¹
Total	64.0	35.0	35.2	46.3	55.1
Catholic	79.2	44.3	47.2	67.9	55.4
Parochial	77.6	41.4	45.0	66.5	53.0
Diocesan	80.6	45.0	51.6	71.4	56.6
Private order	85.4	60.8	48.6	66.9	66.0
Other religious	53.6	26.7	25.2	34.1	55.4
Conservative Christian	48.1	15.6	24.6	16.8	52.3
Affiliated	67.1	43.8	31.4	57.2	64.1
Unaffiliated	47.4	23.5	19.6	34.6	51.1
Nonsectarian	62.7	38.0	37.7	38.6	54.1
Regular	60.5	32.8	34.0	39.3	52.1
Special emphasis	62.2	38.5	40.5	23.4	55.2
Special education	62.2	41.6	35.6	59.3	56.4

¹In-kind benefits include housing, meals, tuition, and transportation.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Private School Principal Questionnaire).

Section 3 • State Tables for Public Schools

Table A.11.—Percentage of public school principals by sex and race ethnicity, by state: 1993-94

State	Total principals	Sex		Race ethnicity					Total minority	Average age
		Male	Female	Hispanic or Latino	Black/African American	White non-Hispanic	Other non-Hispanic	Unknown		
Total	76,618	57.4	42.6	5.8	9.9	78.1	4.2	4.1	19.7	37.7
Alabama	1,274	55.2	44.7	1.0	9.0	86.0	1.0	3.0	16.0	38.0
Alaska	474	48.2	51.7	1.2	2.2	1.4	97.2	1.4	12.7	37.4
Arizona	1,080	42.4	57.6	2.0	9.0	7.2	81.2	10.6	16.7	37.0
Arkansas	1,050	48.0	52.0	—	9.0	77.0	16.0	0.0	14.0	37.0
California	1,307	51.1	48.7	10.1	2.1	6.0	19.2	12.4	20.7	36.2
Colorado	1,348	47.4	52.6	4.2	9.0	7.2	80.0	11.4	19.2	37.0
Connecticut	494	52.4	47.5	—	—	70.1	29.1	—	19.7	36.1
Delaware	300	47.7	52.2	0.0	0.0	70.0	30.0	0.0	10.0	36.0
District of Columbia	174	48.0	52.0	—	0.0	76.2	23.8	—	100.0	34.0
Florida	1,508	48.4	51.6	0.0	—	17.4	79.4	3.2	17.2	36.0
Georgia	1,724	42.2	57.7	—	0.0	17.4	77.4	—	14.2	36.1
Hawaii	224	44.2	55.7	0.0	70.0	—	30.0	0.0	70.0	35.0
Idaho	344	52.2	47.7	0.0	—	87.0	13.0	0.0	1.0	37.0
Illinois	1,882	48.4	51.6	—	—	74.4	25.1	0.5	17.0	37.0
Indiana	1,847	50.0	50.0	—	0.0	7.2	86.0	0.0	14.0	37.0
Iowa	1,217	50.2	49.8	—	0.0	—	97.2	—	2.0	37.0
Kansas	1,454	51.4	48.6	—	0.0	4.0	96.0	0.0	1.0	37.0
Kentucky	1,262	50.0	50.0	—	0.0	7.2	92.7	—	6.2	37.4
Louisiana	1,442	46.2	53.7	0.0	0.0	74.2	25.8	0.0	19.0	36.0
Maine	714	47.0	52.9	—	0.0	0.0	99.0	0.0	0.0	36.1
Massachusetts	1,247	56.2	43.8	—	0.0	74.2	25.2	—	10.0	36.0
Michigan	1,474	51.2	48.7	—	0.0	8.2	89.2	—	1.0	36.0
Minnesota	1,844	42.7	57.2	—	0.0	74.0	26.0	0.0	16.7	36.1
Mississippi	1,347	44.0	56.0	—	0.0	1.2	98.2	—	1.0	37.0
Missouri	954	47.2	52.7	—	0.0	14.4	85.4	—	14.2	36.0

Table 6.15—Percentage of public school principals by sex and responsibility by state: 1985 (continued)

State	Total principal	Sex		Responsibility					Total principal	Average age
		Male	Female	Academic and non- academic	Academic only	Non- academic only	Both academic and non- academic	Other		
Alaska	1,000	98.0	2.0	—	100	—	100	—	1,000	48.0
Alabama	700	75.0	25.0	100	100	—	100	—	700	48.0
Arizona	1,000	85.0	15.0	—	100	1.0	99.0	—	1,000	48.0
Arkansas	400	85.0	15.0	—	100	0.1	99.9	0.1	400	47.0
California	2,000	71.0	29.0	100	100	0.2	99.8	—	2,000	47.0
Colorado	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Connecticut	200	85.0	15.0	100	—	—	100	0.2	200	48.0
Delaware	1,000	85.0	15.0	—	100	0.1	99.9	—	1,000	48.0
District of Columbia	1,000	75.0	25.0	100	100	0.2	99.8	—	1,000	48.0
Florida	2,000	85.0	15.0	100	—	0.2	99.8	0.1	2,000	48.0
Georgia	1,000	85.0	15.0	100	100	0.2	99.8	0.1	1,000	48.0
Hawaii	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Idaho	1,000	85.0	15.0	—	100	0.1	99.9	—	1,000	48.0
Illinois	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Indiana	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Iowa	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Kansas	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Kentucky	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Louisiana	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Maine	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Maryland	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Massachusetts	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Michigan	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Minnesota	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Mississippi	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Missouri	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Montana	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Nebraska	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Nevada	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
New Hampshire	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
New Jersey	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
New Mexico	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
New York	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
North Carolina	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
North Dakota	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Ohio	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Oklahoma	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Oregon	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Pennsylvania	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Rhode Island	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
South Carolina	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
South Dakota	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Tennessee	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Texas	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Utah	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Vermont	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Virginia	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Washington	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
West Virginia	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Wisconsin	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0
Wyoming	1,000	85.0	15.0	100	100	0.2	99.8	—	1,000	48.0

— Data not available or negligible amount.

NOTE: Should not sum to 100 percent due to rounding of all figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1985-86. Data derived from Department of Education.

Table A33.—Percentage of public school principals by highest degree earned and average salary, by state: 1993-94

State	Highest degree				Average salary
	Bachelor's	Master's	Ed. Sp./prof.	Doctorate	
Total	1.4	63.4	25.8	9.3	\$54,858
Alabama	—	42.7	46.1	9.6	45,554
Alaska	7.4	69.0	13.2	10.3	65,960
Arizona	—	66.5	12.0	18.6	54,092
Arkansas	0.0	72.4	23.8	3.8	41,797
California	4.2	68.2	15.9	11.6	62,501
Colorado	—	62.3	22.9	14.4	52,585
Connecticut	—	16.6	64.6	18.7	76,803
Delaware	0.0	73.9	12.2	13.9	63,921
Dist. of Columbia	0.0	76.2	—	22.0	66,316
Florida	0.0	70.9	18.1	11.0	57,684
Georgia	0.0	13.7	68.5	17.8	54,763
Hawaii	15.8	50.9	26.9	6.4	53,425
Idaho	—	67.1	26.1	4.9	45,293
Illinois	—	68.1	22.5	9.2	56,099
Indiana	0.0	54.9	36.3	8.8	54,325
Iowa	—	75.4	14.8	9.2	48,524
Kansas	0.0	70.2	19.2	10.6	49,932
Kentucky	0.0	40.2	52.4	7.3	52,279
Louisiana	0.0	66.2	27.6	6.1	43,237
Maine	7.7	68.6	20.1	3.6	46,769
Maryland	0.0	78.3	12.4	9.3	64,258
Massachusetts	—	66.6	17.5	14.2	56,960
Michigan	0.3	61.9	25.9	11.9	62,516
Minnesota	2.5	19.8	69.0	8.8	55,500
Mississippi	—	58.2	34.5	6.8	40,930

Table A33.—Percentage of public school principals by highest degree earned and average salary, by state: 1993-94
(continued)

State	Highest degree				Average salary
	Bachelor's	Master's	Ed. Sp./prof.	Doctorate	
Missouri	0.0	53.0	34.8	12.1	47,529
Montana	4.7	86.0	6.5	2.5	42,323
Nebraska	—	59.1	30.1	9.1	45,569
Nevada	—	69.8	14.5	13.9	60,677
New Hampshire	—	69.3	16.2	12.1	51,193
New Jersey	—	72.9	16.5	10.2	75,863
New Mexico	—	73.7	21.1	4.6	42,068
New York	0.0	40.8	47.4	11.8	69,938
North Carolina	0.0	46.0	42.3	11.7	50,548
North Dakota	31.4	59.7	5.7	3.2	36,101
Ohio	0.0	60.6	13.4	5.8	53,609
Oklahoma	—	71.6	23.9	3.7	41,599
Oregon	—	61.5	30.3	6.7	51,798
Pennsylvania	—	63.7	27.5	5.6	60,995
Rhode Island	0.0	73.1	15.1	11.8	56,606
South Carolina	0.0	53.9	34.3	11.7	50,806
South Dakota	0.0	82.2	15.6	2.1	37,063
Tennessee	—	67.2	22.4	8.3	44,774
Texas	1.0	75.6	18.2	5.2	45,205
Utah	3.1	55.4	32.7	8.8	47,920
Vermont	10.5	63.5	17.5	8.5	49,233
Virginia	0.0	76.7	15.2	7.9	54,801
Washington	—	75.7	14.5	7.1	60,782
West Virginia	0.0	84.0	14.0	2.0	44,091
Wisconsin	—	68.1	19.9	10.0	54,956
Wyoming	—	68.8	21.9	6.8	47,649

— Too few cases for a reliable estimate.

NOTE: Details may not add to 100 percent due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal Questionnaire).

Table A.14.—Percentage of public school principals by employment benefits received, by state: 1993-94

State	Employment benefits				
	Medical insurance	Dental insurance	Life insurance	Pension plan	Hybrid benefits ¹
Total	91.8	88.1	78.7	78.4	88.3
Alabama	77.3	72.1	37.2	52.2	19.9
Alaska	98.1	98.2	89.2	88.0	81.7
Arizona	98.2	81.8	81.7	78.1	38.9
Arkansas	71.9	45.1	32.8	32.4	41.3
California	99.8	98.8	88.9	78.0	85.5
Colorado	98.1	88.8	85.9	82.5	85.7
Connecticut	98.1	98.4	91.1	88.0	89.8
Delaware	97.9	72.4	88.9	82.2	55.1
Dist. of Columbia	77.3	77.8	78.7	82.1	7.5
Florida	95.5	88.9	87.8	77.1	28.2
Georgia	88.9	78.5	65.7	78.0	45.8
Hawaii	98.5	78.0	78.4	87.1	88.8
Idaho	98.2	81.0	78.2	88.1	52.7
Illinois	91.9	87.8	72.1	88.8	49.9
Indiana	98.1	88.8	87.5	78.7	27.8
Iowa	97.8	98.9	85.5	85.2	88.0
Kansas	82.8	88.9	78.8	88.8	78.1
Kentucky	88.1	77.2	78.1	72.1	25.2
Louisiana	78.4	21.7	37.2	81.2	78.8
Maine	88.1	87.8	88.5	78.0	87.1
Maryland	98.1	87.0	88.1	87.9	88.9
Massachusetts	91.0	21.9	82.8	72.2	48.7
Michigan	87.2	88.0	78.8	78.7	88.9
Minnesota	87.8	88.9	78.7	71.8	51.2
Mississippi	78.2	5.5	19.0	32.8	25.8

See footnote 10 and 11 table.

Table A.16.—Percentage of public school principals by employment benefits received, by state: 1993-94 (continued)

State	Employment benefits				
	Medical insurance	Dental insurance	Life insurance	Pension plan	Retired/benefits ¹
Alaska	94.5	89.2	89.2	79.2	91.8
Alabama	94.5	89.0	87.2	87.8	89.8
Alaska	89.1	87.7	88.9	89.0	89.7
Arizona	99.0	91.4	88.8	88.1	92.8
New Hampshire	98.6	89.7	87.0	88.2	87.2
New Jersey	99.4	98.1	71.1	89.8	79.2
New Mexico	91.4	77.8	89.0	88.4	91.8
New York	98.9	82.4	82.9	88.8	91.2
North Carolina	89.8	79.9	88.7	79.0	92.1
North Dakota	92.4	78.1	87.8	89.8	79.8
Ohio	87.2	87.0	87.1	88.0	88.2
Oklahoma	89.1	78.8	82.0	71.1	91.8
Oregon	87.1	87.1	78.9	87.8	89.7
Pennsylvania	99.0	99.1	92.8	89.8	89.8
Rhode Island	98.9	98.9	88.1	87.2	79.8
South Carolina	98.0	98.8	89.2	71.8	79.2
South Dakota	98.8	89.1	71.8	89.8	91.2
Tennessee	89.8	71.1	78.1	87.8	92.8
Texas	87.8	78.4	78.2	71.8	79.8
Utah	98.4	87.0	87.8	88.1	79.7
Vermont	89.1	78.0	72.2	89.1	88.2
Virginia	98.2	89.1	88.9	88.1	89.8
Washington	99.0	98.8	89.8	79.8	87.8
West Virginia	89.8	79.1	88.1	79.1	79.8
Wisconsin	99.0	87.8	79.8	88.1	87.8
Wyoming	88.1	88.2	88.8	88.8	87.8

¹Retired/benefits include teaching, health, pension, and transportation.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS) 94-95, Spring School/Principal Administration.

Appendix B • Tables of Standard Errors

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Section I • Public and Private School
Tables

Table 65.—Standard errors for Table 64—Number and percentage of public and private school principals by sex, race, ethnicity, and age: 1997-98, 1998-99, and 1999-00

Demographic characteristic	SE					
	1997-98		1998-99		1999-00	
	Number	Percent	Number	Percent	Number	Percent
Total	100	100	100	100	100	100
Sex						
Male	48	48	49	49	49	49
Female	52	52	51	51	51	51
Race/ethnicity						
American Indian/Alaska Native	1	1	1	1	1	1
Asian/Pacific Islander	1	1	1	1	1	1
Black or African American	10	10	10	10	10	10
Hispanic or Latino	10	10	10	10	10	10
White	78	78	78	78	78	78
Age						
Under 30	10	10	10	10	10	10
30-39	20	20	20	20	20	20
40-49	20	20	20	20	20	20
50-59	20	20	20	20	20	20
60-69	20	20	20	20	20	20
70 and over	10	10	10	10	10	10
Group size	10		10		10	

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Region/Category	2018		2019		2020		2021		2022		2023	
	Value	Unit	Value	Unit	Value	Unit	Value	Unit	Value	Unit	Value	Unit
North America	120	USD	130	USD	140	USD	150	USD	160	USD	170	USD
Europe	90	EUR	95	EUR	100	EUR	105	EUR	110	EUR	115	EUR
Asia-Pacific	80	USD	85	USD	90	USD	95	USD	100	USD	105	USD
Latin America	50	USD	55	USD	60	USD	65	USD	70	USD	75	USD
Middle East	30	USD	35	USD	40	USD	45	USD	50	USD	55	USD
Africa	20	USD	25	USD	30	USD	35	USD	40	USD	45	USD
Oceania	10	USD	15	USD	20	USD	25	USD	30	USD	35	USD
Global Total	300	USD	325	USD	350	USD	375	USD	400	USD	425	USD
Product A	150	USD	160	USD	170	USD	180	USD	190	USD	200	USD
Product B	100	USD	105	USD	110	USD	115	USD	120	USD	125	USD
Product C	50	USD	55	USD	60	USD	65	USD	70	USD	75	USD
Product D	20	USD	25	USD	30	USD	35	USD	40	USD	45	USD
Product E	10	USD	15	USD	20	USD	25	USD	30	USD	35	USD
Product F	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product G	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product H	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product I	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product J	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product K	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product L	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product M	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product N	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product O	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product P	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product Q	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product R	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product S	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product T	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product U	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product V	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product W	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product X	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product Y	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD
Product Z	5	USD	10	USD	15	USD	20	USD	25	USD	30	USD

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Table B2.—Standard errors for Table A2: Percentage of public and private school principals by geographic region, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94

Principal characteristics	Geographic region											
	Northeast			Midwest			South			West		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
Principal characteristics												
PI 80.30'												
Total number	125.2	86.9	91.6	146.2	157.6	151.9	146.2	155.1	146.1	156.7	76.4	91.6
Sex												
Male	0.60	1.69	1.58	1.05	1.15	1.22	0.66	1.05	0.96	1.51	1.27	1.66
Female	0.60	1.69	1.58	1.05	1.15	1.22	0.66	1.05	0.96	1.51	1.27	1.66
Race-ethnicity												
American Indian/Alaska Native	0.15	0.06	0.11	0.27	0.21	0.18	0.15	0.26	0.14	0.16	0.06	0.20
Asian/Pacific Islander	0.15	0.26	0.11	—	—	—	0.06	0.10	0.15	0.11	0.46	0.16
Black non-Hispanic	0.15	0.16	1.12	0.39	0.55	0.67	0.67	0.50	0.67	0.56	0.72	0.66
White non-Hispanic	0.16	0.66	1.25	0.65	0.62	0.70	0.66	0.67	0.66	0.66	1.52	1.15
Hispanic	0.41	0.42	0.55	0.21	0.26	0.25	0.11	0.22	0.66	0.56	1.34	1.06
Total minority	0.76	0.66	1.25	0.65	0.67	0.70	0.66	0.67	0.66	0.66	1.52	1.15
Age												
Under 35	0.61	0.25	0.16	0.61	0.67	0.60	0.60	0.37	0.26	0.66	0.56	0.50
35-39	0.60	0.77	0.56	0.65	1.06	0.65	0.60	0.67	0.50	0.62	1.15	0.76
40-44	1.06	2.06	1.51	0.65	1.36	1.60	0.66	1.10	1.11	1.16	1.25	1.45
45-49	1.10	1.17	1.66	0.66	1.05	1.60	1.60	1.06	1.12	1.15	1.65	1.60
50-54	1.65	1.56	1.66	0.67	1.15	1.66	0.71	0.77	1.66	1.12	1.52	1.57
55 and over	0.66	1.15	1.66	0.67	1.62	0.65	0.66	0.67	0.76	1.26	1.15	1.57
Average age	0.16	0.25	0.27	0.26	0.25	0.16	0.16	0.16	0.15	0.22	0.22	0.25

Table B.1.—Standard errors for Table A.1: Percentage of public and private school principals by geographic region, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94 (continued)

Principal characteristics	Geographic region											
	Northeast			Midwest			South			West		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
SEX												
Total number	361.7	276.7	224.2	351.5	252.7	198.4	462.0	297.3	245.4	266.2	241.2	198.4
Men												
Male	1.26	1.42	1.46	1.18	1.26	1.47	1.35	1.33	1.34	1.17	1.42	1.18
Female	1.26	1.42	1.46	1.18	1.26	1.47	1.35	1.33	1.34	1.17	1.42	1.18
Race-ethnicity												
American Indian/Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---
Asian/Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---
Black non-Hispanic	1.46	1.46	1.72	1.56	1.71	1.71	1.42	1.75	1.66	1.66	1.46	1.26
White non-Hispanic	1.76	1.12	1.46	1.66	1.41	1.46	1.71	1.46	1.27	1.66	1.12	1.42
Hispanic	1.42	1.41	1.42	1.42	1.46	1.42	1.17	1.76	1.76	1.17	1.14	1.66
Total number	1.76	1.12	1.46	1.66	1.41	1.46	1.71	1.46	1.27	1.66	1.12	1.42
Age												
Under 35	1.42	1.12	1.42	1.12	1.12	1.16	1.12	1.71	1.42	1.42	1.76	1.42
35-44	1.27	1.46	1.14	1.46	1.46	1.76	1.42	1.66	1.42	1.76	1.12	1.42
45-54	1.76	1.46	1.14	1.47	1.71	1.46	1.46	1.42	1.46	1.76	1.46	1.12
55-64	1.46	1.46	1.27	1.46	1.42	1.46	1.12	1.46	1.71	1.46	1.46	1.12
65-74	1.47	1.76	1.46	1.16	1.46	1.76	1.47	1.76	1.46	1.46	1.46	1.14
75 and over	1.12	1.46	1.42	1.46	1.76	1.12	1.14	1.46	1.71	1.46	1.12	1.46
Total number	1.46	1.46	1.46	1.16	1.46	1.12	1.12	1.46	1.42	1.12	1.12	1.12

--- Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administration Questionnaire), 1990-91 (Status and Private School Administration Questionnaire), and 1993-94 (Public and Private School Principal Questionnaire).

Table B.1.—Standard errors for Table A.5: Percentages of public school principals by district size, by sex, race/ethnicity, and age of principals: 1987-88, 1990-91, and 1993-94

Principal characteristics	District size											
	Less than 1,000			1,000-2,499			2,500-9,999			10,000 or more		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
Sex												
Male	1.25	1.26	1.26	1.26	1.25	1.26	1.27	1.26	1.26	1.25	1.25	1.26
Female	1.25	1.26	1.26	1.26	1.25	1.26	1.27	1.26	1.26	1.25	1.25	1.26
Race/ethnicity												
White or Indian/Asian/Pacific	0.88	0.75	0.75	0.77	0.76	0.76	0.78	0.76	0.75	0.76	0.75	0.75
Black/Pacific Islander	0.88	—	0.75	0.88	—	0.88	—	0.88	0.75	0.75	0.88	0.75
Black non-Hispanic	0.77	0.76	0.76	0.76	0.75	0.87	0.76	0.88	0.88	0.88	0.87	1.00
White non-Hispanic	0.88	0.75	0.75	0.76	0.88	0.76	1.00	0.88	0.87	0.88	1.00	1.00
Hispanic	0.87	0.75	0.76	0.76	0.88	0.76	0.76	1.00	1.00	0.76	0.76	0.88
Age category												
Under 30	0.88	0.75	0.75	0.76	0.88	0.76	1.00	0.88	0.87	0.88	1.00	1.00
30-39	0.76	0.88	0.88	0.88	0.76	0.88	0.76	0.76	0.76	0.88	0.88	0.75
40-49	1.25	1.26	1.26	0.88	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.87
50-59	1.27	1.25	1.25	0.88	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
60-69	1.00	1.00	1.00	0.88	0.88	1.00	1.00	1.00	1.00	0.88	0.88	1.00
70 or over	1.26	1.00	1.00	0.88	0.88	0.88	1.00	1.00	1.00	0.88	0.88	0.88
Average age	0.76	0.76	0.76	0.75	0.76	0.76	0.88	0.75	0.76	0.76	0.75	0.75

— Data not available or not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey. 1987-88 School years; 1990-91 and 1993-94 school years. Data for 1987-88 are based on data from the Schools and Staffing Survey. Data for 1990-91 and 1993-94 are based on data from the Schools and Staffing Survey. Data for 1990-91 and 1993-94 are based on data from the Schools and Staffing Survey.

Table 98—Standard errors for Table 96. Percentages of public school principals by community type, by sex, race, ethnicity, and age: 1985-86

Community type	Community, sex		Rural school
	Female, %	Male, %	
Total sample	97.5	98.1	100.0
Sex			
Male	1.0	1.0	100.0
Female	1.0	1.0	100.0
Race			
White	97.5	97.5	97.5
Black	1.0	1.0	100.0
Hispanic	1.0	1.0	100.0
Other	1.0	1.0	100.0
Ethnicity			
White	97.5	97.5	97.5
Black	1.0	1.0	100.0
Hispanic	1.0	1.0	100.0
Other	1.0	1.0	100.0
Age			
Under 30	1.0	1.0	100.0
30-39	1.0	1.0	100.0
40-49	1.0	1.0	100.0
50-59	1.0	1.0	100.0
60-69	1.0	1.0	100.0
70 and over	1.0	1.0	100.0
Total all	97.5	98.1	100.0

Source: U.S. Department of Education, Research Center for Education Statistics, Schools and Staffing Survey, 1985-86. Data collected from the Survey of Public School Principals.

Table 85. (continued) across the 1980s. 85. Percentage of public school principals by percentage of time at school of year that is spent in their schools, by sex, race/ethnicity, and age of principals. 1987-88, 1988-89, and 1989-90

Principal characteristics	Percentage of time at school of year that is spent in their schools								
	White males			Black males			All males		
	1987-88	1988-89	1989-90	1987-88	1988-89	1989-90	1987-88	1988-89	1989-90
All									
Male	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Female	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Race/ethnicity									
White	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Black	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Hispanic	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Age									
Under 30	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
30-39	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
40-49	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
50-59	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
60-69	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
70 and over	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Total	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1991. All data are based on the 1987-88, 1988-89, and 1989-90 school years. Data are based on a representative sample of public schools. For more information on the data, see the Digest of Education Statistics, 1991, Table 85.

Table 10. *Standardized regression coefficients, standardized partial correlations, and standardized beta weights for the regression model.*

Table B7.—Standard errors for Table A7: Percentage of public and private school principals with less than three years of experience as a principal, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94

Principal characteristics	Public			Private		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
Total number	457.8	542.8	462.2	389.2	336.9	336.1
Sex						
Male	1.08	1.31	1.47	2.28	2.76	3.23
Female	1.08	1.31	1.47	2.28	2.76	3.23
Race-ethnicity						
American Indian/Alaska Native	0.27	0.18	0.23	0.17	0.09	0.22
Asian/Pacific Islander	0.19	0.26	0.22	0.32	0.35	0.39
Black non-Hispanic	0.78	0.88	1.03	0.88	0.98	0.98
White non-Hispanic	1.08	1.22	1.25	1.48	1.23	1.33
Hispanic	0.73	0.67	0.76	1.08	0.73	0.76
Total minority	1.08	1.22	1.25	1.48	1.23	1.33
Age						
Under 35	1.37	0.83	0.58	2.33	2.48	2.68
35-39	1.28	1.22	1.08	2.43	2.27	2.23
40-49	1.43	1.45	1.25	2.56	2.14	2.36
50-59	1.13	1.18	1.25	2.56	1.87	1.43
60-64	0.78	0.82	1.13	1.48	2.31	1.45
75 and over	0.45	0.43	0.76	0.45	1.32	1.12
Average age	0.17	0.18	0.16	0.32	0.36	0.38

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaire), 1990-91 (Public and Private School Administrator Questionnaire), and 1993-94 (Public and Private School Principal Questionnaire).

Table B8.—Standard errors for Table A8: Average salary of public and private school principals by sex and race-ethnicity, by highest degree earned and years of experience as a principal: 1993-94

Principal characteristics	Total number of principals	All principals	Sex		Race-ethnicity					Total minority
			Male	Female	Am. Ind./ A&N	Asian/ Pac. Isl.	Black non-Hispanic	White non-Hispanic	Hispanic	
PUBLIC										
All degrees										
All	275.2	\$1,266.6	\$1,080.0	\$2,775.8	\$1,733.8	\$1,425.3	\$454.5	\$1,377.9	\$798.3	\$424.7
Fewer than 3 years	862.2	332.4	472.6	544.8	1,772.7	1,740.9	891.2	339.4	1,328.8	703.6
3 to 9 years	570.7	283.8	276.0	476.3	2,183.9	2,068.6	651.5	304.0	1,141.5	622.6
10 years or more	663.5	303.4	300.2	643.3	2,854.6	1,414.2	809.6	330.8	1,306.9	700.2
Less than bachelor's										
All	—	—	—	—	—	—	—	—	—	—
Fewer than 3 years	—	—	—	—	—	—	—	—	—	—
3 to 9 years	—	—	—	—	—	—	—	—	—	—
10 years or more	—	—	—	—	—	—	—	—	—	—
Bachelor's										
All	167.6	1,506.5	1,673.5	2,239.4	—	—	—	1,541.0	—	1,949.4
Fewer than 3 years	75.0	2,224.7	4,039.9	2,625.0	—	—	—	2,317.9	—	6,441.1
3 to 9 years	118.6	2,109.4	1,349.2	2,321.7	—	—	—	2,505.1	—	3,646.1
10 years or more	49.7	3,277.6	2,693.4	6,249.8	—	—	—	3,442.7	—	1,541.0
Master's										
All	536.3	162.6	165.1	316.6	1,375.3	1,510.8	614.6	193.2	925.6	505.6
Fewer than 3 years	369.2	435.3	560.3	715.1	2,201.5	1,862.3	1,130.9	465.1	1,600.2	801.6
3 to 9 years	478.2	329.6	308.7	564.2	2,478.8	2,396.5	883.8	337.5	1,306.8	823.5
10 years or more	434.6	347.8	377.6	862.9	1,899.6	1,745.2	1,115.5	400.6	1,437.7	784.9
Ed. spec./prof. dipl.										
All	456.8	306.0	393.9	420.8	4,752.0	2,788.1	976.7	323.8	1,967.3	923.1
Fewer than 3 years	231.7	607.2	895.6	746.7	8,336.1	1,972.6	1,653.9	703.8	2,305.4	1,357.3
3 to 9 years	359.1	452.4	552.1	761.3	1,187.5	2,758.3	1,337.4	504.6	3,252.5	1,207.0
10 years or more	332.9	589.2	620.4	972.9	6,717.1	1,900.4	2,315.9	572.8	3,601.5	2,184.0
Doctorate										
All	263.3	676.5	885.8	939.7	—	—	924.9	781.9	2,754.0	969.2
Fewer than 3 years	109.5	946.4	1,400.6	1,424.5	—	—	3,690.9	1,096.7	5,726.7	3,363.5
3 to 9 years	203.8	1,208.1	1,797.4	1,551.3	—	—	1,679.6	1,434.4	5,276.2	1,536.8
10 years or more	233.2	936.1	1,103.4	1,310.2	—	—	1,504.0	1,096.8	3,234.3	1,276.6

Table B8.—Standard errors for Table A8: Average salary of public and private school principals by sex and race-ethnicity, by highest degree earned and years of experience as a principal: 1993-94 (continued)

Principal characteristics	Total number of principals	All principals	Sex		Race-ethnicity					Total minority
			Male	Female	Am. Ind./ AK Nat.	Asian/ Pac. Isl.	Black non-Hispanic	White non-Hispanic	Hispanic	
PRIVATE										
All degrees										
All	197.6	\$363.4	\$564.6	\$607.6	\$1,926.3	\$5,748.4	\$2,476.1	\$400.5	\$1,957.7	\$1,545.9
Fewer than 3 years	304.1	891.3	1,631.9	1,249.7	—	8,073.6	4,742.2	964.8	4,436.2	3,457.8
3 to 9 years	268.3	653.8	991.3	954.7	2,254.8	40,528.7	3,435.5	671.8	2,212.9	2,359.7
10 years or more	304.6	475.6	811.0	793.4	11,268.7	10,963.0	3,531.8	497.3	3,317.7	2,457.4
Less than bachelor's										
All	251.0	2,177.0	1,242.8	3,435.5	—	—	—	2,354.9	—	—
Fewer than 3 years	151.1	1,724.7	1,637.4	3,880.9	—	—	—	1,757.1	—	—
3 to 9 years	143.4	1,680.4	3,148.4	1,964.2	—	—	—	1,942.3	—	—
10 years or more	204.4	5,737.9	2,078.0	—	—	—	—	5,768.8	—	—
Bachelor's										
All	333.6	973.4	1,040.7	1,384.5	—	—	2,920.0	1,046.1	3,749.3	2,640.3
Fewer than 3 years	221.8	1,223.8	1,932.8	1,606.8	—	—	4,270.2	1,256.0	5,250.0	3,509.6
3 to 9 years	234.5	1,704.3	1,471.7	2,587.1	—	—	3,317.0	1,799.6	6,165.0	3,722.7
10 years or more	136.2	1,419.0	2,350.3	1,707.3	—	—	8,658.1	1,492.3	—	4,969.2
Master's										
All	292.5	391.5	733.1	487.2	—	—	1,918.9	426.1	2,677.8	1,573.2
Fewer than 3 years	185.3	835.3	1,232.9	934.2	—	—	4,070.1	898.0	6,721.2	3,215.7
3 to 9 years	184.0	827.3	1,408.9	793.6	—	—	4,157.7	889.5	2,607.0	2,690.5
10 years or more	207.0	673.8	912.6	1,003.2	—	—	3,926.3	665.0	4,652.8	2,842.3
Ed. spec./prof. dipl.										
All	103.2	885.6	1,571.9	1,215.0	—	—	—	811.4	—	—
Fewer than 3 years	50.8	2,532.3	2,662.5	4,024.8	—	—	—	2,532.3	—	—
3 to 9 years	85.2	1,415.8	2,781.2	1,607.0	—	—	—	1,080.2	—	—
10 years or more	68.0	1,290.3	1,975.8	1,699.2	—	—	—	1,331.3	—	—
Doctorate										
All	138.4	1,507.4	1,839.7	2,725.8	—	—	—	1,313.5	—	—
Fewer than 3 years	34.9	5,488.2	7,374.4	3,379.5	—	—	—	4,084.1	—	—
3 to 9 years	78.8	2,159.2	2,220.5	5,910.5	—	—	—	2,049.7	—	—
10 years or more	91.7	1,961.8	2,785.0	3,661.3	—	—	—	1,671.1	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Private School Principal Questionnaires).

Table B9.—Standard errors for Table A9: Average salary of public and private school principals, by school level and community type: 1987-88, 1990-91, and 1993-94

School characteristics	All			Public			Private		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
School level									
Elementary	\$201.2	\$149.8	\$171.6	\$166.4	\$147.3	\$168.5	\$356.6	\$357.1	\$444.3
Secondary	213.9	227.2	183.1	153.5	184.1	167.1	1,141.9	1,634.8	784.1
Combined	641.1	594.9	859.0	369.4	384.7	510.6	894.6	825.6	1,110.3
Community type									
Central city	373.4	288.5	292.4	202.1	273.8	249.8	514.5	611.3	555.4
Urban fringe/large town	346.6	356.2	335.4	193.2	250.1	287.5	817.9	644.0	549.4
Rural	249.2	186.2	228.1	178.2	147.9	178.2	707.7	763.1	834.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator and Public School Questionnaires), 1990-91 (Public and Private School Administrator and Public and Private School Questionnaires), and 1993-94 (Public and Private School Principal and Public and Private School Questionnaires).

Table B10.—Standard errors for Table A10: Percentage of public and private school principals by benefits received, by community type, school level, sex, and race-ethnicity: 1987-88, 1990-91, and 1993-94

Principal/school characteristics	1987-88					1990-91				
	Benefits					Benefits				
	Medical insurance	Dental insurance	Life insurance	Retirement plan	In-kind benefits ¹	Medical insurance	Dental insurance	Life insurance	Retirement plan	In-kind benefits ¹
PUBLIC										
Total	0.45	0.45	0.55	0.67	0.55	0.32	0.58	0.62	0.56	0.58
Sex										
Male	0.48	0.55	0.58	0.78	0.59	0.46	0.73	0.64	0.79	0.66
Female	0.97	1.47	1.33	1.30	1.26	0.79	1.17	1.30	1.12	1.31
Race-ethnicity										
American Indian/Alaska Native	4.83	5.57	4.51	4.72	6.25	7.33	7.17	7.46	8.68	8.40
Asian/Pacific Islander	5.41	5.92	5.74	6.41	6.59	1.95	3.49	5.70	8.49	7.64
Black non-Hispanic	1.66	2.23	2.50	2.00	1.63	1.78	1.84	1.83	2.10	1.98
White non-Hispanic	0.51	0.52	0.59	0.70	0.64	0.38	0.64	0.69	0.62	0.64
Hispanic	3.61	3.35	3.69	3.71	3.59	3.02	3.38	4.05	2.99	4.03
Total minority	1.35	1.67	1.38	1.55	1.38	1.23	1.53	1.63	1.72	1.77
Community type										
Central city	0.75	0.86	0.93	1.18	1.20	0.84	0.92	1.23	1.01	1.50
Urban fringe/large town	0.83	1.02	1.17	1.39	1.16	0.72	0.96	1.20	1.34	1.46
Rural/small town	0.60	0.83	0.81	1.09	0.96	0.54	0.78	0.90	0.88	0.88
School level										
Elementary	0.58	0.62	0.68	0.93	0.76	0.42	0.75	0.90	0.76	0.78
Secondary	0.64	0.76	0.84	1.12	0.82	0.57	0.68	0.87	0.76	1.02
Combined	1.28	1.78	1.71	1.88	1.61	1.84	2.15	2.28	2.34	2.00

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Table B10.—Standard errors for Table A10: Percentage of public and private school principals by benefits received, by community type, school level, sex, and race-ethnicity: 1987-88, 1990-91, and 1993-94 (continued)

Principal/school characteristics	1993-94				
	Benefits				
	Medical insurance	Dental insurance	Life insurance	Retirement plan	In-kind benefits ¹
PUBLIC					
Total	0.28	0.49	0.66	0.60	0.60
Sex					
Male	0.30	0.58	0.72	0.68	0.76
Female	0.63	1.09	1.28	1.20	1.06
Race-ethnicity					
American Indian/Alaska Native	4.81	5.06	5.28	6.25	5.77
Asian/Pacific Islander	0.74	3.38	4.36	6.73	9.86
Black non-Hispanic	0.95	1.47	2.05	1.65	1.62
White non-Hispanic	0.31	0.58	0.65	0.71	0.61
Hispanic	1.66	4.19	3.56	3.93	4.29
Total minority	0.86	1.38	1.73	1.53	1.52
Community type					
Central city	0.62	0.97	1.40	1.39	1.45
Urban fringe/large town	0.46	0.78	0.93	1.18	1.15
Rural/small town	0.50	0.68	0.91	0.90	0.95
School level					
Elementary	0.41	0.67	0.85	0.77	0.78
Secondary	0.36	0.59	0.65	0.81	0.81
Combined	1.62	2.96	3.08	2.33	2.55

See footnote at end of table.

Table B10.—Standard errors for Table A10: Percentage of public and private school principals by benefits received, by community type, school level, sex, and race-ethnicity: 1987-88, 1990-91, and 1993-94 (continued)

Principal/school characteristics	1987-88					1990-91				
	Benefits					Benefits				
	Medical insurance	Dental insurance	Life insurance	Retirement plan	In-kind benefits ¹	Medical insurance	Dental insurance	Life insurance	Retirement plan	In-kind benefits ¹
PRIVATE										
Total	1.66	1.27	1.21	1.28	1.12	1.35	1.14	1.17	1.08	1.53
Sex										
Male	2.02	1.87	2.02	2.17	2.02	2.41	1.85	1.67	2.05	2.49
Female	2.39	1.73	1.47	1.89	1.63	1.50	1.40	1.79	1.27	1.53
Race-ethnicity										
American Indian/Alaska Native	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	6.40	5.99	5.77	5.55	8.45	8.14	6.65	6.29	6.66	9.71
White non-Hispanic	1.77	1.34	1.30	1.39	1.25	1.39	1.14	1.22	1.15	1.60
Hispanic	9.37	7.28	10.71	12.34	8.90	5.29	8.75	8.63	7.14	6.98
Total minority	5.14	4.40	4.70	4.21	4.78	5.60	5.61	4.75	4.64	5.23
Community type										
Central city	1.97	2.21	1.92	2.24	1.99	2.09	1.89	1.77	1.97	1.73
Urban fringe/large town	2.86	1.75	2.24	2.51	1.90	2.01	1.98	1.89	2.24	2.51
Rural/small town	3.98	2.67	2.30	3.32	2.69	2.84	2.14	2.61	3.40	3.41
School level										
Elementary	1.92	1.57	1.47	1.53	1.62	1.72	1.34	1.48	1.48	1.81
Secondary	2.80	3.85	4.45	4.43	3.91	2.37	2.74	2.88	2.93	3.14
Combined	3.06	2.28	2.59	2.59	2.89	2.82	2.34	2.13	2.25	2.77

See footnote at end of table.

Table B10.—Standard errors for Table A10: Percentage of public and private school principals by benefits received, by community type, school level, sex, and race-ethnicity: 1987-88, 1990-91, and 1993-94 (continued)

Principal/school characteristics	1993-94				
	Benefits				
	Medical insurance	Dental insurance	Life insurance	Retirement plan	In-kind benefits ¹
PRIVATE					
Total	1.41	1.17	1.02	0.96	1.34
Sex					
Male	2.12	1.41	1.33	1.55	2.02
Female	1.88	1.74	1.52	1.37	2.02
Race-ethnicity					
American Indian/Alaska Native	20.01	10.41	18.35	13.19	14.88
Asian/Pacific Islander	18.40	14.95	12.79	15.02	18.40
Black non-Hispanic	4.88	4.52	4.26	4.63	4.82
White non-Hispanic	1.55	1.25	1.07	1.15	1.40
Hispanic	6.97	7.78	7.85	7.16	7.15
Total minority	3.79	3.78	3.90	3.22	4.38
Community type					
Central city	1.81	1.67	1.64	1.58	1.40
Urban fringe/large town	2.49	2.40	2.02	1.99	2.47
Rural/small town	2.60	1.92	1.84	2.27	2.80
School level					
Elementary	1.92	1.63	1.38	1.43	1.66
Secondary	3.37	3.58	3.21	2.65	2.75
Combined	2.76	1.99	2.27	2.26	2.78

¹In-kind benefits include housing, meals, tuition, and transportation.

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator and Public and Private School Questionnaires), 1990-91 (Public and Private School Administrator and School Questionnaires), and 1993-94 (Public and Private School Principal and School Questionnaires).

Table B11.—Standard errors for Table A11: Percentage of public and private school principals by highest degree earned, by school level, school size, minority enrollment, free-lunch recipients, district size, and community type: 1987-88, 1990-91, and 1993-94

School characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./prof. dipl.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./prof. dipl.	Doctorate
1987-1988										
School level										
Elementary	0.06	0.34	0.77	0.68	0.47	1.25	1.69	1.88	1.13	0.63
Secondary	0.08	0.22	1.00	0.93	0.49	0.27	3.71	3.65	2.61	1.53
Combined	0.00	0.75	2.05	1.63	1.31	2.05	3.21	3.05	1.32	1.39
School size										
Less than 150	—	1.98	2.19	1.86	1.36	1.82	2.23	2.42	1.14	0.67
150-499	—	0.21	0.68	0.70	0.52	0.60	1.88	1.91	1.48	0.73
500-749	—	0.22	1.27	1.15	0.76	—	1.32	4.94	4.21	2.70
750 or more	0.11	0.18	1.26	1.31	0.67	—	2.29	5.23	4.21	3.67
Minority enrollment										
Less than 20%	0.05	0.33	0.80	0.66	0.45	1.26	1.93	2.01	0.82	0.67
20-50%	0.00	0.65	1.60	1.28	0.97	1.36	3.20	3.66	2.73	1.55
More than 50%	—	0.25	1.48	1.41	0.81	0.78	3.58	3.83	2.70	1.53
Free-lunch recipients										
Less than 20%	0.06	0.42	0.94	0.82	0.55	1.14	1.76	1.73	0.93	0.64
20-49%	—	0.38	1.09	1.02	0.54	0.40	3.43	4.99	4.40	1.06
50% or more	0.18	0.40	1.37	1.49	0.80	2.06	4.32	5.23	3.91	2.98
District size										
Less than 1,000	—	0.95	1.26	1.33	0.70	(*)	(*)	(*)	(*)	(*)
1,000-4,999	—	0.42	0.92	0.93	0.62	(*)	(*)	(*)	(*)	(*)
5,000-9,999	—	0.55	1.68	1.62	0.95	(*)	(*)	(*)	(*)	(*)
10,000 or more	—	0.24	0.99	0.95	0.73	(*)	(*)	(*)	(*)	(*)
Community type										
Central city	—	0.38	1.36	1.26	0.75	1.16	1.69	2.18	1.18	0.79
Urban fringe/large town	—	0.23	1.08	0.99	0.60	1.10	2.47	2.49	1.79	0.64
Rural/small town	0.09	0.45	0.71	0.73	1.00	2.60	3.70	3.55	1.45	0.53

Table B11.—Standard errors for Table A11: Percentage of public and private school principals by highest degree earned, by school level, school size, minority enrollment, free-lunch recipients, district size, and community type: 1987-88, 1990-91, and 1993-94 (continued)

School characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./prof. dipl.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./prof. dipl.	Doctorate
1990-1991										
School level										
Elementary	0.00	0.28	0.95	0.78	0.58	1.65	1.48	1.58	1.09	0.58
Secondary	—	0.31	0.98	0.85	0.68	—	2.21	3.15	2.14	2.33
Combined	—	0.82	2.42	1.96	1.94	2.18	2.72	2.30	1.16	1.57
School size										
Less than 150	—	1.17	2.19	1.52	1.21	2.49	2.08	1.76	1.11	0.76
150-499	—	0.29	1.08	0.96	0.63	0.12	1.40	1.83	1.15	0.87
500-749	0.00	0.30	1.52	1.24	0.88	—	1.98	3.61	3.50	1.86
750 or more	0.00	0.33	1.25	1.10	0.81	0.00	1.63	5.13	3.65	3.02
Minority enrollment										
Less than 20%	—	0.34	1.03	0.81	0.56	1.87	1.67	1.65	0.90	0.54
20-50%	—	0.28	1.50	1.21	0.72	1.36	2.48	2.69	1.95	1.45
More than 50%	0.00	0.44	1.65	1.64	1.10	1.46	3.13	3.33	2.18	2.44
Free-lunch recipients										
Less than 20%	—	0.29	1.11	0.95	0.83	(a)	(a)	(a)	(a)	(a)
20-49%	—	0.40	1.18	0.95	0.62	(a)	(a)	(a)	(a)	(a)
50% or more	—	0.31	1.33	1.45	0.84	(a)	(a)	(a)	(a)	(a)
District size										
Less than 1,000	—	0.75	1.64	1.67	0.77	(*)	(*)	(*)	(*)	(*)
1,000-4,999	—	0.46	1.24	1.20	0.62	(*)	(*)	(*)	(*)	(*)
5,000-9,999	0.00	—	2.14	2.07	1.36	(*)	(*)	(*)	(*)	(*)
10,000 or more	0.00	0.22	1.14	1.06	0.81	(*)	(*)	(*)	(*)	(*)
Community type										
Central city	—	0.22	1.44	1.32	0.84	0.94	1.81	2.12	1.15	1.05
Urban fringe/large town	0.00	0.41	1.58	1.26	1.03	1.19	2.13	2.33	1.40	1.29
Rural/small town	—	0.35	0.88	0.81	0.46	3.57	2.77	2.61	1.32	1.03

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Table B11.—Standard errors for Table A11: Percentage of public and private school principals by highest degree earned, by school level, school size, minority enrollment, free-lunch recipients, district size, and community type: 1987-88, 1990-91, and 1993-94 (continued)

School characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./prof. dipl.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./prof. dipl.	Doctorate
1993-94										
School level										
Elementary	—	0.28	0.89	0.75	0.43	1.45	1.46	1.73	0.59	0.60
Secondary	0.00	0.23	0.70	0.59	0.48	—	1.28	2.87	2.52	1.87
Combined	0.00	0.44	2.80	2.23	1.53	2.28	2.74	2.41	0.97	1.16
School size										
Less than 150	0.00	1.07	1.77	1.55	1.43	1.89	2.29	1.91	0.74	0.89
150-499	—	0.30	1.10	1.05	0.40	0.46	1.07	1.30	0.78	0.63
500-749	0.00	0.28	1.43	1.31	0.76	0.30	2.61	2.77	1.66	1.26
750 or more	0.00	0.18	1.30	1.11	0.97	—	1.39	2.92	1.52	1.74
Minority enrollment										
Less than 20%	0.00	0.30	0.92	0.83	0.51	1.45	1.70	1.58	0.48	0.73
20-50%	0.00	0.62	1.62	1.17	0.87	1.93	2.90	3.62	1.53	0.96
More than 50%	—	0.38	1.44	1.14	1.02	1.39	2.81	3.39	1.97	1.10
Free-lunch recipients										
Less than 20%	0.00	0.24	1.01	1.01	0.73	0.00	1.33	1.91	1.30	1.24
20-49%	0.00	0.40	1.09	1.11	0.51	2.24	4.30	5.77	2.24	0.85
50% or more	—	0.43	1.37	1.19	0.90	0.69	7.29	6.65	2.05	2.20
District size										
Less than 1,000	—	0.57	1.90	1.46	1.18	(*)	(*)	(*)	(*)	(*)
1,000-4,999	0.00	0.36	1.13	1.19	0.67	(*)	(*)	(*)	(*)	(*)
5,000-9,999	0.00	1.08	1.70	1.35	0.86	(*)	(*)	(*)	(*)	(*)
10,000 or more	0.00	0.05	1.26	0.98	0.76	(*)	(*)	(*)	(*)	(*)
Community type										
Central city	0.00	0.29	1.33	1.17	0.81	0.71	1.60	1.52	0.80	0.72
Urban fringe/large town	0.00	0.48	1.51	1.27	1.00	2.70	2.07	2.80	1.02	1.14
Rural/small town	—	0.33	1.04	0.83	0.43	2.92	3.11	2.56	0.90	0.86

(a) Item not included on SASS instrument that year.

(*) Item not applicable to private school principals.

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator, Public School, and Teacher Demand and Shortage Questionnaires), 1990-91 (Public and Private School Administrator, Public and Private School, and Teacher Demand and Shortage Questionnaires), and 1993-94 (Public and Private School Principal, Public and Private School, and Teacher Demand and Shortage Questionnaires).

Table B12.—Standard errors for Table A12: Percentage of public and private school principals by highest degree earned, by race-ethnicity and sex: 1987-88, 1990-91, and 1993-94

Principal characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./Prof.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./Prof.	Doctorate
1987-88										
Total	0.04	0.25	0.51	0.49	0.35	0.93	1.55	1.56	0.90	0.56
Race-ethnicity										
American Indian/Alaska Native	—	—	5.97	5.69	4.50	—	—	22.20	—	—
Asian/Pacific Islander	—	1.31	5.98	7.31	4.76	—	12.53	11.29	8.11	8.23
Black non-Hispanic	—	—	2.14	2.10	1.21	—	4.89	6.34	4.10	4.62
White non-Hispanic	—	0.28	0.52	0.45	0.39	0.98	1.71	1.61	0.97	0.56
Hispanic	—	1.82	4.15	2.76	2.04	—	8.72	8.74	—	2.06
Sex										
Male	—	0.19	0.54	0.56	0.33	1.44	1.94	2.05	1.00	0.82
Female	—	0.72	1.22	1.10	0.81	1.18	2.17	1.86	1.35	0.71
1990-91										
Total	—	0.23	0.70	0.52	0.44	1.19	1.13	1.12	0.76	0.60
Race-ethnicity										
American Indian/Alaska Native	—	—	8.57	6.03	7.01	—	—	22.70	—	—
Asian/Pacific Isl.	—	2.82	9.14	6.16	3.43	—	12.54	15.74	7.55	14.68
Black non-Hispanic	—	—	2.19	1.96	1.70	6.14	7.62	7.47	2.46	5.93
White non-Hispanic	—	0.22	0.78	0.64	0.44	1.28	1.23	1.24	0.79	0.60
Hispanic	—	2.14	3.86	3.58	2.18	1.76	6.96	6.48	4.16	2.70
Sex										
Male	—	0.28	0.65	0.57	0.36	2.22	1.73	1.61	1.02	1.07
Female	—	0.38	1.50	1.12	1.10	0.81	1.41	1.72	1.26	0.62

Table B12.—Standard errors for Table A12: Percentage of public and private school principals by highest degree earned, by race-ethnicity and sex: 1987-88, 1990-91, and 1993-94 (continued)

Principal characteristics	Highest degree									
	Public					Private				
	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./Prof.	Doctorate	Less than Bachelor's	Bachelor's	Master's	Ed. Sp./Prof.	Doctorate
1993-94										
Total	—	0.21	0.65	0.57	0.33	1.00	1.27	1.28	0.41	0.54
Race-ethnicity										
American Indian/Alaska Native	—	0.52	6.42	6.84	2.79	0.00	19.69	18.84	—	—
Asian/Pacific Islander	—	1.57	8.15	8.57	7.32	—	13.09	17.75	—	2.45
Black non-Hispanic	—	—	1.91	1.59	1.50	4.67	5.27	4.98	3.03	1.86
White non-Hispanic	—	0.22	0.79	0.67	0.35	1.09	1.32	1.36	0.45	0.56
Hispanic	—	2.26	3.30	2.46	1.41	—	9.03	7.63	4.60	6.15
Sex										
Male	—	0.22	0.91	0.68	0.42	1.86	1.79	1.87	0.57	0.97
Female	—	0.42	1.14	1.09	0.60	1.17	1.63	1.89	0.74	0.45

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaire), 1990-91 (Public and Private School Administrator Questionnaires), and 1993-94 (Public and Private School Principal Questionnaires).

Table B13.—Standard errors for Table A13: Percentage of public and private school principals participating in training or development programs, by region, community type, school level, sex, and race-ethnicity: 1987-88, 1990-91, and 1993-94

Principal/school characteristics	Training or development program											
	Program for aspiring principals			Training in evaluation and supervision			Training in management techniques			Administrative internship		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC												
Total	(a)	0.69	0.56	0.36	0.44	0.46	0.57	0.60	0.57	0.58	0.74	0.74
Sex												
Male	(a)	0.81	0.74	0.42	0.47	0.60	0.62	0.59	0.66	0.62	0.85	0.90
Female	(a)	1.55	1.15	0.80	1.18	0.87	1.12	1.29	1.15	1.16	1.12	1.15
Race-ethnicity												
American Indian/Alaska Native	(a)	7.06	5.52	3.30	3.24	4.75	5.90	6.35	3.03	6.73	6.70	5.77
Asian/Pacific Islander	(a)	8.02	7.38	4.56	2.32	2.08	4.48	5.16	7.74	7.59	9.66	9.08
Black non-Hispanic	(a)	2.37	2.16	1.29	1.47	1.56	1.46	1.89	1.94	2.11	2.64	2.31
White non-Hispanic	(a)	0.72	0.67	0.38	0.50	0.54	0.60	0.62	0.62	0.55	0.74	0.85
Hispanic	(a)	4.28	4.31	2.07	2.35	2.11	3.77	3.31	3.56	4.14	4.28	4.21
Total minority	(a)	2.25	1.96	0.97	1.12	1.19	1.31	1.46	1.47	1.91	1.92	2.05
Community type												
Central city	(a)	1.68	1.43	0.82	0.95	0.79	1.14	1.21	1.10	1.42	1.52	1.48
Urban fringe/large town	(a)	1.54	1.25	0.65	1.24	0.94	1.00	1.80	1.18	0.93	1.54	1.15
Rural/small town	(a)	1.01	0.80	0.60	0.68	0.71	0.86	0.86	0.83	0.83	1.10	1.04
School level												
Elementary	(a)	0.92	0.72	0.45	0.61	0.57	0.77	0.81	0.79	0.74	0.94	1.00
Secondary	(a)	1.01	0.86	0.62	0.60	0.72	0.87	0.86	0.76	0.91	1.01	0.80
Combined	(a)	1.94	2.99	1.60	1.15	1.26	1.75	1.66	1.85	1.96	2.83	3.02

See footnote at end of table.

Table B13.—Standard errors for Table A13: Percentage of public and private school principals participating in training or development programs, by region, community type, school level, sex, and race-ethnicity: 1987-88, 1990-91, and 1993-94 (continued)

Principal/school characteristics	Training or development program											
	Program for aspiring principals			Training in evaluation and supervision			Training in management techniques			Administrative internship		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE												
Total	(a)	1.29	1.19	1.51	1.48	1.17	1.58	1.38	0.98	1.13	1.09	1.02
Sex												
Male	(a)	1.92	1.80	2.18	2.56	1.48	1.91	2.40	1.51	1.38	1.38	1.25
Female	(a)	1.49	1.57	1.88	1.65	1.70	2.44	1.95	1.38	1.70	1.49	1.41
Race-ethnicity												
American Indian/Alaska Native	(a)	19.58	15.24	20.96	19.39	13.31	22.38	20.68	13.31	12.79	20.63	17.91
Asian/Pacific Islander	(a)	10.66	15.00	10.65	16.45	12.82	9.33	16.59	10.45	13.79	0.00	12.96
Black non-Hispanic	(a)	9.21	5.65	7.16	8.34	5.82	7.56	9.56	4.73	6.06	9.46	5.69
White non-Hispanic	(a)	1.27	1.27	1.45	1.50	1.20	1.66	1.42	1.13	1.19	1.10	1.00
Hispanic	(a)	6.78	8.21	14.54	5.67	7.61	9.79	6.56	5.45	8.45	7.93	6.98
Total minority	(a)	5.19	4.33	7.63	4.89	4.37	4.59	5.83	3.58	4.52	5.36	4.36
Community type												
Central city	(a)	1.74	1.48	1.94	1.80	1.56	2.43	2.10	1.52	1.59	1.67	1.72
Urban fringe/large town	(a)	1.95	2.17	1.93	1.99	2.23	2.01	1.90	2.15	2.10	1.71	1.70
Rural/small town	(a)	2.63	2.21	3.02	3.69	2.62	3.52	3.40	2.60	2.56	2.03	1.82
School level												
Elementary	(a)	1.46	1.64	1.70	1.75	1.79	1.96	1.88	1.60	1.58	1.48	1.24
Secondary	(a)	2.88	2.78	5.36	3.68	2.23	4.19	3.55	2.26	3.98	2.25	1.93
Combined	(a)	2.38	2.55	3.42	3.53	2.27	2.37	2.48	2.77	1.91	2.16	1.43

(a) Item not included on SASS instrument that year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator and Public and Private School Questionnaires), 1990-91 (Public and Private School Administrator and School Questionnaires), and 1993-94 (Public and Private School Principal and School Questionnaires).

Table B14.—Standard errors for Table A14: Percentage of public and private school principals by sex, by field of study for bachelor's and higher degrees earned: 1987-88, 1990-91, and 1993-94

Field of study	Sex								
	All			Male			Female		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Education areas									
Early childhood	0.11	0.18	0.18	0.08	0.10	0.14	0.41	0.57	0.43
Elementary	0.50	0.61	0.64	0.63	0.85	0.77	1.02	1.47	1.43
Secondary	0.33	0.34	0.40	0.41	0.39	0.52	0.33	0.42	0.46
Subject area education									
English	0.18	0.29	0.20	0.18	0.32	0.17	0.47	0.57	0.52
Industrial arts	0.17	0.16	0.12	0.22	0.22	0.19	0.11	0.08	0.08
Mathematics	0.12	0.16	0.14	0.16	0.22	0.20	0.13	0.22	0.22
Physical education	0.36	0.38	0.40	0.48	0.48	0.54	0.37	0.41	0.31
Science	0.15	0.17	0.22	0.19	0.25	0.29	0.20	0.15	0.20
Social studies	0.24	0.31	0.35	0.30	0.45	0.51	0.25	0.48	0.32
Home economics	0.07	0.11	0.13	—	—	0.00	0.28	0.38	0.36
Other	0.39	0.51	0.50	0.41	0.48	0.55	0.98	1.16	1.03
Special education	0.22	0.34	0.30	0.24	0.32	0.22	0.65	0.82	0.72
Curriculum and instruction	0.35	0.41	0.32	0.31	0.42	0.36	0.87	0.89	0.80
Educational administration	0.64	0.76	0.74	0.65	0.99	0.70	1.22	1.39	1.55
Educational psychology	0.13	0.10	0.15	0.14	0.08	0.20	0.24	0.27	0.23
Counseling and guidance	0.29	0.28	0.36	0.39	0.30	0.46	0.65	0.63	0.59
Noneducation areas									
General									
English	0.18	0.32	0.26	0.19	0.24	0.23	0.43	0.85	0.57
Mathematics	0.06	0.18	0.15	0.01	0.25	0.17	0.00	0.20	0.22
Agriculture	0.17	—	—	0.21	—	—	0.19	—	—
Military science	0.19	—	—	0.20	—	—	0.36	—	—
Psychology	—	0.18	0.32	—	0.18	0.42	—	0.40	0.40
Home economics	0.14	—	—	0.17	—	—	0.23	—	—
Religion, theology	0.09	—	—	—	—	—	0.35	—	—
Other	0.32	0.36	0.35	0.38	0.43	0.44	0.57	0.73	0.65
Foreign language	0.12	0.17	0.16	0.12	0.16	0.17	0.33	0.43	0.42
Natural science	0.31	0.24	0.24	0.39	0.31	0.30	0.30	0.43	0.40
Social science	0.48	0.46	0.46	0.56	0.58	0.59	0.70	0.68	0.77

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Table B14.—Standard errors for Table A14: Percentage of public and private school principals by sex, by field of study for bachelor's and higher degrees earned: 1987-88, 1990-91, and 1993-94 (continued)

Field of study	Sex								
	All			Male			Female		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE									
Education areas									
Early childhood	0.47	0.43	0.31	0.36	0.11	0.12	0.78	0.84	0.59
Elementary	1.23	1.20	1.09	1.27	1.52	1.01	1.98	1.81	1.84
Secondary	0.64	0.48	0.47	0.92	0.75	0.82	0.73	0.74	0.52
Subject area education									
English	0.42	0.41	0.28	0.54	0.30	0.32	0.70	0.75	0.50
Industrial arts	—	—	—	—	—	—	—	—	—
Mathematics	0.30	0.32	0.26	0.46	0.50	0.48	0.38	0.46	0.21
Physical education	0.40	0.30	0.42	0.69	0.57	0.83	0.39	0.31	0.37
Science	—	0.30	0.22	—	0.35	0.38	—	0.48	0.24
Social studies	0.35	0.45	0.42	0.54	0.58	0.71	0.44	0.74	0.58
Home economics	—	—	—	—	—	—	—	—	—
Other	0.78	0.98	0.50	1.05	1.69	0.55	1.22	1.09	1.03
Special education	0.68	0.48	0.42	0.89	0.64	0.68	1.01	0.80	0.83
Curriculum and instruction	0.36	0.53	0.28	0.49	0.66	0.46	0.44	0.74	0.37
Educational administration	1.06	1.15	0.78	1.42	1.73	1.49	1.62	1.34	1.12
Educational psychology	—	0.16	0.22	—	0.32	0.23	—	0.20	0.32
Counseling and guidance	0.30	0.40	0.29	0.47	0.65	0.36	0.40	0.53	0.41
Noneducation areas									
General									
English	0.64	0.54	0.38	0.80	0.52	0.63	0.86	0.82	0.49
Mathematics	—	0.38	0.26	—	0.49	0.34	—	0.54	0.34
Agriculture	0.44	—	—	0.63	—	—	0.55	—	—
Military science	0.55	0.00	0.00	0.65	0.00	0.00	0.77	0.00	0.00
Psychology	—	0.37	0.58	—	0.51	0.40	—	0.60	0.93
Home economics	0.83	—	—	1.56	—	—	0.97	—	—
Religion, theology	—	0.86	0.49	—	1.52	0.85	—	0.60	0.42
Other	0.96	0.66	0.85	1.69	1.03	1.24	1.01	0.81	1.03
Foreign language	0.29	0.28	0.18	0.35	0.22	0.29	0.52	0.54	0.32
Natural science	0.33	0.52	0.37	0.52	0.88	0.66	0.37	0.51	0.34
Social science	1.03	0.70	0.53	1.60	0.96	0.88	1.29	0.99	0.92

— Too few cases for a reliable estimate.

NOTE: Multiple responses are possible because most principals have more than one degree. Response options for fields of study varied slightly between 1987-88 and 1990-91 instruments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaire), 1990-91 (Public and Private School Administrator Questionnaires), and 1993-94 (Public and Private School Principal Questionnaires).

Table B15.—Standard errors for Table A15: Percentage of public and private school principals by sex, by prior experience in teaching and other specified education roles: 1987-88, 1990-91, and 1993-94

Experience area	Sex								
	All			Male			Female		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Teacher	0.15	0.16	0.17	0.16	0.18	0.25	0.32	0.26	0.33
Department head	0.50	0.68	0.52	0.55	0.75	0.56	1.02	1.35	0.89
Curriculum specialist or coordinator	(a)	(a)	0.54	(a)	(a)	0.52	(a)	(a)	1.13
Assistant principal or program director	0.51	0.78	0.66	0.63	0.92	0.86	1.19	1.47	1.30
Guidance counselor	0.37	0.38	0.38	0.45	0.46	0.40	0.77	0.66	0.69
Library media specialist/librarian	(a)	(a)	0.17	(a)	(a)	0.14	(a)	(a)	0.35
Athletic coach	0.52	0.70	0.60	0.62	0.92	0.72	0.60	0.44	0.50
Student club sponsor	0.50	0.58	0.60	0.58	0.69	0.61	0.90	1.10	1.12
Other	(a)	0.66	0.64	(a)	0.69	0.70	(a)	1.84	1.29
PRIVATE									
Teacher	1.15	1.06	1.10	2.04	1.98	1.88	0.73	0.80	1.37
Department head	1.22	1.21	0.83	1.40	1.61	1.30	1.58	1.55	1.11
Curriculum specialist or coordinator	(a)	(a)	0.73	(a)	(a)	0.78	(a)	(a)	1.08
Assistant principal or program director	1.30	1.11	0.80	1.78	1.51	1.50	1.79	1.83	1.39
Guidance counselor	0.66	0.70	0.56	1.18	1.14	0.84	0.66	0.79	0.84
Library media specialist/librarian	(a)	(a)	0.24	(a)	(a)	0.14	(a)	(a)	0.44
Athletic coach	1.01	0.84	0.68	1.68	1.55	1.30	0.52	0.74	0.58
Student club sponsor	1.07	0.92	0.84	1.40	1.49	1.21	1.53	1.34	1.00
Other	(a)	1.03	0.94	(a)	1.44	1.40	(a)	1.38	1.42

(a) Item not included on SASS instrument that year.

NOTE: Multiple responses are possible because most principals have more than one prior experience.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaire), 1990-91 (Public and Private School Administrator Questionnaires), and 1993-94 (Public and Private School Principal Questionnaires).

Table B16.—Standard errors for Table A16: Average years of experience in education for public and private school principals, by selected school and principal characteristics: 1987-88, 1990-91, and 1993-94

School/principal characteristics	Professional experience in education					
	Average years as teachers			Average years as principals		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC						
Total	0.06	0.08	0.08	0.09	0.14	0.10
School level						
Elementary	0.08	0.12	0.10	0.12	0.17	0.14
Secondary	0.13	0.11	0.10	0.16	0.24	0.12
Combined	0.26	0.27	0.42	0.27	0.40	0.28
School size						
Less than 150	0.30	0.22	0.26	0.36	0.43	0.32
150-499	0.09	0.14	0.12	0.14	0.19	0.17
500-749	0.12	0.21	0.16	0.17	0.29	0.19
750 or more	0.12	0.16	0.14	0.17	0.18	0.19
Minority enrollment						
Less than 20%	0.07	0.11	0.10	0.11	0.19	0.16
20-50%	0.18	0.19	0.19	0.22	0.26	0.25
More than 50%	0.15	0.22	0.21	0.19	0.22	0.18
Free-lunch recipients						
Less than 20%	0.08	0.12	0.14	0.12	0.23	0.21
20-49%	0.10	0.12	0.14	0.16	0.18	0.22
50% or more	0.17	0.17	0.19	0.21	0.22	0.20
District size						
Less than 1,000	0.16	0.19	0.17	0.24	0.23	0.27
1,000-4,999	0.12	0.16	0.14	0.17	0.27	0.23
5,000-9,999	0.20	0.23	0.27	0.27	0.36	0.37
10,000 or more	0.10	0.17	0.13	0.17	0.18	0.18
Community type						
Central city	0.13	0.19	0.19	0.18	0.23	0.24
Urban fringe/large town	0.10	0.16	0.16	0.17	0.24	0.22
Rural/small town	0.10	0.10	0.10	0.15	0.19	0.17
Sex						
Male	0.06	0.09	0.10	0.10	0.17	0.16
Female	0.15	0.16	0.15	0.17	0.16	0.12
Race-ethnicity						
American Indian/Alaska Native	0.61	0.63	0.62	0.70	0.80	0.67
Asian/Pacific Islander	0.82	0.97	1.01	0.78	0.71	0.61
Black non-Hispanic	0.25	0.28	0.25	0.24	0.32	0.21
White non-Hispanic	0.08	0.09	0.08	0.09	0.16	0.12
Hispanic	0.41	0.57	0.53	0.37	0.47	0.37
Total minority	0.21	0.25	0.21	0.21	0.26	0.16

Table B16.—Standard errors for Table A16: Average years of experience in education for public and private school principals, by selected school and principal characteristics: 1987-88, 1990-91, and 1993-94 (continued)

School/principal characteristics	Professional experience in education					
	Average years as teachers			Average years as principals		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE						
Total	0.23	0.15	0.19	0.18	0.20	0.21
School level						
Elementary	0.25	0.27	0.24	0.23	0.30	0.27
Secondary	0.66	0.45	0.40	0.57	0.36	0.36
Combined	0.46	0.33	0.33	0.31	0.36	0.34
School size						
Less than 150	0.34	0.25	0.32	0.23	0.30	0.36
150-499	0.23	0.21	0.23	0.31	0.30	0.21
500-749	0.45	0.55	0.38	0.71	0.55	0.41
750 or more	0.67	0.69	0.41	0.77	0.79	0.40
Minority enrollment						
Less than 20%	0.25	0.22	0.26	0.22	0.24	0.30
20-50%	0.65	0.47	0.41	0.99	0.51	0.42
More than 50%	0.37	0.47	0.46	0.41	0.47	0.41
Sex						
Male	0.26	0.22	0.21	0.26	0.29	0.26
Female	0.26	0.20	0.26	0.21	0.26	0.27
Race/ethnicity						
American Indian/Alaska Native	2.51	3.83	2.67	2.60	3.37	2.96
Asian/Pacific Islander	1.45	1.64	1.45	1.34	2.08	2.86
Black non-Hispanic	0.97	1.82	0.81	0.72	0.79	1.08
White non-Hispanic	0.24	0.17	0.18	0.20	0.18	0.22
Hispanic	1.30	0.77	0.63	1.26	1.05	1.43
Total minority	0.69	1.00	0.60	0.64	0.70	0.75

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administration, Public and Private School, and Teacher Demand and Shortage Questionnaires), 1990-91 (Public and Private School Administration, Public and Private School, and Teacher Demand and Shortage Questionnaires), and 1993-94 (Public and Private School Principal, Public and Private School, and Teacher Demand and Shortage Questionnaires).

Table B17.—Standard errors for Table A17: Percentage of public and private school principals who view various issues as serious problems in their schools, by school level: 1987-88, 1990-91, and 1993-94

School problems	School level								
	Elementary			Secondary			Combined		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Teacher absenteeism	0.16	0.15	0.18	0.31	0.27	0.15	0.72	0.49	0.34
Student tardiness	0.25	0.32	0.29	0.52	0.45	0.47	0.61	0.87	0.64
Student absenteeism	0.31	0.41	0.27	0.68	0.76	0.49	1.58	1.28	1.00
Students cutting class	0.07	0.03	0.00	0.37	0.30	0.38	0.49	0.31	0.33
Student dropping out	(a)	0.12	0.10	(a)	0.64	0.45	(a)	0.92	0.75
Student apathy	(a)	0.40	0.38	(a)	0.74	0.55	(a)	1.64	1.28
Physical conflicts among students	0.27	0.25	0.28	0.25	0.25	0.25	0.61	0.65	0.74
Robbery or theft	0.11	0.19	0.14	0.13	0.17	0.12	0.60	0.28	0.26
Vandalism of school property	0.12	0.21	0.25	0.17	0.20	0.14	0.55	0.19	0.30
Student pregnancy	0.06	0.08	0.06	0.52	0.64	0.46	0.94	0.89	0.68
Student use of alcohol	0.09	0.15	0.06	0.75	0.88	0.48	0.92	1.06	0.90
Student drug abuse	0.07	0.11	0.05	0.52	0.39	0.41	0.60	0.60	0.68
Student possession of weapons	—	—	0.08	—	—	0.15	—	—	0.33
Student disrespect for teachers	(a)	0.29	0.32	(a)	0.38	0.34	(a)	0.73	1.00
Verbal abuse of teachers	0.13	0.20	0.20	0.23	0.32	0.23	0.75	0.82	0.69
Lack of academic challenge	(a)	0.27	0.20	(a)	0.39	0.30	(a)	1.26	0.54
Lack of parent involvement	(a)	0.51	0.51	(a)	0.72	0.65	(a)	2.04	1.43
Parental alcohol/drug abuse	(a)	0.53	0.43	(a)	0.43	0.48	(a)	1.12	0.90
Poverty	(a)	0.65	0.74	(a)	0.74	0.64	(a)	1.52	1.96
Racial tension	(a)	0.14	0.21	(a)	0.16	0.18	(a)	0.67	0.36
Students come unprepared to learn	(a)	(a)	0.58	(a)	(a)	0.51	(a)	(a)	1.22
Poor nutrition	(a)	(a)	0.36	(a)	(a)	0.32	(a)	(a)	0.88
Poor student health	(a)	(a)	0.31	(a)	(a)	0.19	(a)	(a)	1.06
Student problems with English language	(a)	(a)	0.47	(a)	(a)	0.29	(a)	(a)	0.44
Cultural conflict	(a)	0.17	(a)	(a)	0.27	(a)	(a)	0.61	(a)
Physical abuse of teachers	—	—	(a)	—	—	(a)	—	0.21	(a)

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Table B17.—Standard errors for Table A17: Percentage of public and private school principals who view various issues as serious problems in their schools, by school level: 1987-88, 1990-91 and 1993-94 (continued)

School problems	School level								
	Elementary			Secondary			Combined		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE									
Teacher absenteeism	—	—	—	—	—	—	—	—	—
Student tardiness	0.35	0.45	0.29	3.40	0.72	1.41	0.49	0.50	0.24
Student absenteeism	—	—	0.00	—	—	1.16	—	—	0.28
Students cutting class	—	—	0.00	—	—	—	—	—	0.05
Student dropping out	(a)	—	0.00	(a)	—	—	(a)	—	0.04
Student apathy	(a)	0.25	0.29	(a)	0.74	1.64	(a)	0.91	0.97
Physical conflicts among students	—	—	—	—	—	0.98	—	—	0.34
Robbery or theft	—	—	—	—	—	—	—	—	—
Vandalism of school property	—	—	0.31	—	—	1.17	0.42	—	0.14
Student pregnancy	—	—	0.00	—	—	1.16	—	—	—
Student use of alcohol	—	—	—	—	1.02	3.30	—	0.30	0.38
Student drug abuse	—	—	—	—	—	3.48	—	—	0.24
Student possession of weapons	0.00	—	—	0.00	—	—	0.00	—	—
Student disrespect for teachers	(a)	—	0.19	(a)	—	1.46	(a)	—	0.91
Verbal abuse of teachers	—	0.32	0.11	—	0.66	0.78	—	1.01	1.00
Lack of academic challenge	(a)	—	—	(a)	—	—	(a)	—	—
Lack of parent involvement	(a)	0.45	0.32	(a)	1.60	1.48	(a)	0.86	0.86
Parental alcohol/drug abuse	(a)	0.16	0.21	(a)	1.58	2.14	(a)	1.47	0.72
Poverty	(a)	0.72	0.46	(a)	1.07	1.63	(a)	1.35	0.84
Racial tension	(a)	—	—	(a)	—	—	(a)	—	—
Students come unprepared to learn	(a)	(a)	0.24	(a)	(a)	1.17	(a)	(a)	1.03
Poor nutrition	(a)	(a)	0.37	(a)	(a)	0.00	(a)	(a)	0.70
Poor student health	(a)	(a)	0.10	(a)	(a)	0.00	(a)	(a)	0.76
Student problems with English language	(a)	(a)	0.33	(a)	(a)	0.32	(a)	(a)	0.26
Cultural conflict	(a)	—	(a)	(a)	—	(a)	(a)	—	(a)
Physical abuse of teachers	—	0.05	(a)	0.00	—	(a)	—	0.16	(a)

(a) Item not included on SASS questionnaire that year.

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Private School Principal Questionnaires).

Table B18.—Standard errors for Table A18: Percentage of public and private elementary school principals who view certain issues as serious problems in their schools, by selected school characteristics: 1993-94

School characteristics	Five most frequently identified problems in elementary schools				
	Poverty	Students come unprepared to learn	Lack of parent involvement	Parent alcohol/drug abuse	Student apathy
PUBLIC					
Total	0.74	0.59	0.51	0.43	0.38
Minority enrollment					
Less than 20%	0.60	0.55	0.51	0.32	0.42
20% to 50%	1.41	1.34	1.43	1.18	1.20
More than 50%	2.34	1.80	1.20	1.33	0.85
School size					
Less than 150	2.19	1.22	1.22	1.27	1.06
150 to 499	0.83	0.68	0.78	0.66	0.54
500 to 749	1.30	1.34	1.01	0.66	0.86
750 or more	2.64	1.83	1.98	1.59	1.38
District size					
Less than 1,000	1.52	0.93	1.22	1.13	1.08
1,000-4,999	1.23	0.97	0.81	0.72	0.79
5,000-9,999	2.13	1.78	1.94	1.03	1.26
10,000 or more	1.31	1.20	1.06	0.86	0.68
Community type					
Central city	1.81	1.51	1.25	1.18	0.78
Urban fringe/large town	1.07	1.06	1.02	0.69	0.64
Rural/small town	1.01	0.86	0.70	0.67	0.75
PRIVATE					
Total	0.46	0.24	0.32	0.21	0.29
Minority enrollment					
Less than 20%	0.28	0.72	0.03	0.00	0.00
20% to 50%	0.69	0.21	0.67	0.38	—
More than 50%	1.93	1.16	1.56	1.08	1.50
School size					
Less than 150	0.77	0.46	0.52	0.43	0.46
150 to 499	0.55	0.32	0.36	—	0.36
500 to 749	—	0.00	—	0.00	0.00
750 or more	—	0.00	—	0.00	0.00

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in elementary schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal, Public School, and Teacher Demand and Shortage Questionnaires).

Table B19.—Standard errors for Table A19: Percentage of public and private secondary school principals who view certain issues as serious problems in their schools, by selected school characteristics: 1993-94

School characteristics	Five most frequently identified problems in secondary schools				
	Lack of parent involvement	Student apathy	Student alcohol use	Poverty	Students come unprepared to learn
PUBLIC					
Total	0.65	0.55	0.48	0.64	0.51
Minority enrollment					
Less than 20%	0.77	0.66	0.56	0.66	0.55
20% to 50%	1.45	1.65	1.30	1.09	1.58
More than 50%	2.08	1.53	0.98	1.68	1.46
School size					
Less than 150	2.52	2.07	2.02	1.91	1.83
150 to 499	1.21	1.12	1.29	1.20	1.42
500 to 749	1.25	1.19	1.32	1.42	1.06
750 or more	0.88	0.77	0.71	0.82	0.73
District size					
Less than 1,000	1.66	1.09	1.43	0.86	1.27
1,000-4,999	1.18	1.16	0.89	1.15	1.10
5,000-9,999	1.77	0.98	1.15	1.54	0.92
10,000 or more	1.28	1.10	1.11	1.27	0.82
Community type					
Central city	1.54	1.23	0.88	1.72	1.18
Urban fringe/large town	1.35	1.14	0.96	1.01	0.91
Rural/small town	0.85	0.79	0.75	0.84	0.83
PRIVATE					
Total	1.48	1.64	3.30	1.65	1.17
Minority enrollment					
Less than 20%	0.20	—	1.18	—	—
20% to 50%	3.19	4.29	—	4.02	0.60
More than 50%	6.92	7.09	16.40	6.72	—
School size					
Less than 150	2.96	5.66	8.61	3.92	2.98
150 to 499	2.18	2.11	1.17	1.91	—
500 to 749	0.00	0.00	2.85	0.00	—
750 or more	0.00	0.00	2.19	0.00	0.00

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in secondary schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal, Public School, and Teacher Demand and Shortage Questionnaires).

Table B20.—Standard errors for Table A20: Percentage of public and private combined school principals who view certain issues as serious problems in their schools, by selected school characteristics: 1993-94

School characteristics	Five most frequently identified problems in combined schools				
	Lack of parent involvement	Poverty	Student apathy	Students come unprepared to learn	Parent alcohol/drug abuse
PUBLIC					
Total	1.41	1.96	1.28	1.22	0.90
Minority enrollment					
Less than 20%	1.57	2.15	1.52	1.30	1.00
20% to 50%	1.41	1.02	2.55	1.78	1.78
More than 50%	4.09	4.10	3.31	3.42	2.66
School size					
Less than 150	2.55	2.96	2.37	2.30	1.90
150 to 499	2.25	2.71	1.87	1.67	1.24
500 to 749	2.72	3.10	3.10	2.44	0.66
750 or more	3.59	2.56	2.36	2.23	1.19
District size					
Less than 1,000	1.64	2.30	1.66	1.50	1.61
1,000-4,999	3.42	4.33	2.45	2.35	1.90
5,000-9,999	4.49	3.00	2.72	3.22	1.64
10,000 or more	4.01	4.32	3.33	3.34	2.05
Community type					
Central city	3.16	4.51	3.78	3.36	2.15
Urban fringe/large town	3.13	3.27	3.77	1.75	2.06
Rural/small town	1.61	2.23	1.37	1.29	1.20
PRIVATE					
Total	0.66	0.64	0.97	1.03	0.72
Minority enrollment					
Less than 20%	1.02	—	1.01	1.17	—
20% to 50%	2.36	3.52	2.29	1.40	2.97
More than 50%	3.31	4.99	3.54	5.00	1.76
School size					
Less than 150	1.22	1.16	1.25	1.54	1.00
150 to 499	1.38	1.51	1.38	—	0.00
500 to 749	0.00	0.00	—	0.00	0.00
750 or more	0.00	0.00	0.00	0.00	0.00

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in combined schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal, Public School, and Teacher Demand and Shortage Questionnaires).

Table B21.—Standard errors for Table A21: Percentage of public elementary school principals who view certain issues as serious problems in their schools, by sex, age, experience, and race-ethnicity of principals: 1993-94

Principal characteristics	Five most frequently identified problems in public elementary schools				
	Funding	Students score improvement in math	Lack of parent involvement	Excess alcohol drug abuse	Student safety
Total	0.14	0.16	0.11	0.47	0.18
Sex					
Male	0.11	0.47	0.47	0.46	0.49
Female	1.19	1.40	0.48	0.71	0.51
Age					
Under 15	1.48	1.14	1.40	1.16	1.14
15-19	1.14	1.40	1.40	1.16	1.14
20-24	1.19	0.40	1.11	0.42	0.40
25-29	1.11	1.14	0.47	0.40	0.40
30-34	1.16	1.16	1.16	1.16	0.71
35 and over	1.71	1.14	1.11	1.14	0.40
Experience as a principal					
Fewer than 1 year	1.40	1.40	1.11	1.40	0.40
1 to 9 years	1.11	0.40	0.40	0.71	0.40
10 years or more	0.47	0.40	0.40	0.40	0.71
Race-ethnicity					
American Indian/Alaska Native	0.11	0.40	1.14	1.40	1.47
Asian/Pacific Islander	0.40	0.11	1.40	—	—
Black non-Hispanic	1.40	1.14	1.14	1.14	1.11
White non-Hispanic	0.71	0.40	0.40	0.40	0.40
Hispanic	0.11	0.71	1.47	1.11	1.11

— Fewer than 5 cases for a reliable estimate

NOTE: Problems listed are the five most frequently identified in elementary schools, in order of frequency.

SOURCE: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire).

Table B11.—Standard errors for Table A11: Percentage of public secondary school principals who view certain issues as serious problems in their schools, by sex, age, experience, and race/ethnicity of principals: 1993-94

Principal characteristics	Five most frequently identified problems in public secondary schools				
	Lack of parent involvement	Student quality	Student discipline	Faculty	Students' needs unmet in their schools
Sex					
Male	0.07	0.10	0.08	0.08	0.10
Female	0.07	0.09	0.10	0.07	0.09
Age					
Under 35	0.10	0.10	0.10	0.09	0.10
35-44	0.07	0.08	0.08	0.08	0.08
45-54	0.08	0.08	0.07	0.08	0.07
55-64	0.08	0.08	0.08	0.07	0.08
65-74	0.08	0.10	0.08	0.07	0.08
75 and over	0.10	0.08	0.10	0.08	0.08
Experience as a principal					
Under 5 years	0.10	0.08	0.10	0.08	0.10
5 to 9 years	0.08	0.08	0.08	0.08	0.08
10 years or more	0.10	0.08	0.08	0.08	0.08
Race/ethnicity					
White or Indian/Alaska Native	0.08	0.08	0.08	0.08	0.08
Asian/Pacific Islander	0.08	0.08	0.08	0.08	0.10
Black non-Hispanic	0.10	0.10	0.10	0.10	0.10
Hispanic non-Hispanic	0.08	0.08	0.08	0.08	0.08
Hispanic	0.10	0.10	0.10	0.08	0.10

NOTE: Standard errors for the five most frequently identified problems in public secondary schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (1993-94 Public School Principal Questionnaire).

Table B23.—Standard errors for Table A23: Percentage of public combined school principals who view certain issues as serious problems in their schools, by sex, age, experience, and race-ethnicity of principals: 1993-94

Principal characteristics	Five most frequently identified problems in public combined schools				
	Lack of parent involvement	Poverty	Student apathy	Students come unprepared to learn	Parent alcohol/drug abuse
Total	1.43	1.96	1.28	1.22	0.90
Sex					
Male	1.66	2.10	1.57	1.33	1.01
Female	2.44	3.29	2.65	2.29	1.99
Age					
Under 35	8.61	6.20	6.31	3.91	—
35-39	2.87	4.21	1.97	1.99	2.42
40-44	2.64	4.37	3.38	3.33	1.80
45-49	2.31	3.18	2.25	1.83	1.79
50-54	4.34	4.14	3.03	2.61	2.58
55 and over	4.06	4.02	3.80	3.50	2.49
Experience as a principal					
Fewer than 3 years	3.30	3.90	3.70	3.49	1.99
3 to 9 years	2.34	2.75	1.53	1.47	1.59
10 years or more	2.33	2.35	1.91	1.71	1.50
Race-ethnicity					
American Indian/Alaska Native	9.44	10.75	—	—	6.72
Asian/Pacific Islander	—	12.32	0.00	—	0.00
Black non-Hispanic	5.63	4.87	5.69	5.37	2.43
White non-Hispanic	1.51	1.96	1.21	1.06	0.94
Hispanic	7.23	16.94	—	17.38	—

— Too few cases for a reliable estimate.

NOTE: Problems listed are the five most frequently identified in combined schools, in order of frequency.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal Questionnaire).

Table B24.—Standard errors for Table A24: Percentage of public and private school principals who rated specific educational goals as first, second, or third most important for students to achieve, by school level, community type, and minority enrollment: 1993-94

School characteristics	Goals							
	Building basic literacy	Encouraging academic excellence	Promoting occupational/ voc. skills	Promoting work habits	Promoting personal growth	Promoting human relations	Promoting moral values	Promoting multicultural aware- ness/religious dev.
PUBLIC								
Total	0.60	0.67	0.40	0.75	0.61	0.54	0.30	0.55
School level								
Elementary	0.71	0.95	0.53	1.01	0.91	0.77	0.40	0.72
Secondary	1.00	0.97	0.70	0.80	0.88	0.57	0.39	0.42
Combined	3.07	2.59	2.76	3.17	2.50	1.57	1.18	3.40
Community type								
Central city	1.29	1.36	0.68	1.25	1.50	1.45	0.72	1.23
Urban fringe/large town	1.36	1.38	0.62	1.48	1.23	1.28	0.63	0.95
Rural/small town	0.93	0.96	0.64	1.01	0.82	0.73	0.44	0.58
Minority enrollment								
Less than 20%	0.75	0.99	0.59	0.98	0.80	0.71	0.38	0.60
20% to 50%	1.44	1.60	0.96	1.91	1.78	1.28	0.75	1.30
More than 50%	1.65	1.59	0.96	1.30	1.55	1.38	0.82	1.06
PRIVATE								
Total	0.87	1.27	0.77	1.30	1.22	0.72	0.90	1.37
School level								
Elementary	1.53	1.90	1.19	1.49	1.80	0.90	1.17	1.89
Secondary	3.00	3.37	0.90	2.69	2.68	3.44	1.90	2.74
Combined	2.31	2.88	1.92	3.11	2.38	1.94	2.25	2.88
Community type								
Central city	1.46	1.48	1.01	1.86	1.69	0.90	1.70	1.77
Urban fringe/large town	2.04	2.61	1.87	2.24	2.30	1.88	1.62	2.18
Rural/small town	2.20	2.82	1.54	3.02	2.61	1.77	2.47	3.19
Minority enrollment								
Less than 20%	1.27	1.69	1.24	1.59	1.78	1.03	1.23	1.88
20% to 50%	3.47	3.03	1.28	3.32	2.85	1.73	1.88	2.97
More than 50%	3.60	3.31	1.68	2.99	2.37	2.46	2.55	2.52

SOURCE: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Private School Principal and School Questionnaires).

Table B25.—Standard errors for Table A25: Mean ratings by public and private school principals regarding their influence in establishing curriculum, hiring new teachers, and setting discipline policy, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94

Principal characteristics	Activity area								
	Establishing curriculum			Hiring new teachers			Setting discipline policy		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PUBLIC									
Total	0.01	0.02	0.02	0.02	0.02	0.02	0.01	0.01	0.01
Sex									
Male	0.01	0.02	0.02	0.02	0.02	0.02	0.01	0.02	0.02
Female	0.03	0.04	0.03	0.04	0.04	0.03	0.02	0.03	0.02
Race-ethnicity									
American Indian/Alaska Native	0.16	0.23	0.15	0.19	0.18	0.13	0.17	0.14	0.12
Asian/Pacific Islander	0.15	0.32	0.13	0.22	0.26	0.10	0.15	0.09	0.09
Black non-Hispanic	0.06	0.08	0.04	0.07	0.07	0.05	0.06	0.06	0.04
White non-Hispanic	0.01	0.02	0.02	0.02	0.02	0.01	0.01	0.02	0.01
Hispanic	0.08	0.13	0.09	0.11	0.11	0.10	0.08	0.09	0.08
Age									
Under 35	0.07	0.10	0.08	0.10	0.09	0.10	0.05	0.06	0.08
35-39	0.04	0.05	0.04	0.04	0.06	0.03	0.03	0.04	0.03
40-44	0.02	0.04	0.04	0.04	0.03	0.03	0.02	0.02	0.03
45-49	0.04	0.04	0.03	0.04	0.04	0.02	0.03	0.02	0.02
50-54	0.04	0.04	0.04	0.05	0.04	0.03	0.04	0.04	0.03
55 or over	0.03	0.05	0.05	0.05	0.05	0.05	0.03	0.04	0.04

Table B25.—Standard errors for Table A25: Mean ratings by public and private school principals regarding their influence in establishing curriculum, hiring new teachers, and setting discipline policy, by sex, race-ethnicity, and age: 1987-88, 1990-91, and 1993-94 (continued)

Principal characteristics	Activity area								
	Establishing curriculum			Hiring new teachers			Setting discipline policy		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRIVATE									
Total	0.03	0.03	0.03	0.04	0.04	0.03	0.03	0.03	0.03
Sex									
Male	0.05	0.05	0.05	0.06	0.06	0.06	0.05	0.06	0.05
Female	0.05	0.04	0.05	0.04	0.03	0.04	0.03	0.02	0.02
Race-ethnicity									
American Indian/Alaska Native	0.09	0.50	0.16	0.19	0.06	1.00	0.37	0.23	0.02
Asian/Pacific Islander	0.30	0.44	0.31	0.05	0.14	0.22	0.07	0.15	0.00
Black non-Hispanic	0.13	0.26	0.12	0.17	0.15	0.10	0.19	0.13	0.00
White non-Hispanic	0.03	0.03	0.03	0.04	0.04	0.03	0.03	0.03	0.02
Hispanic	0.17	0.21	0.12	0.16	0.18	0.00	0.15	0.16	0.00
Age									
Under 35	0.06	0.16	0.16	0.14	0.16	0.19	0.07	0.07	0.13
35-39	0.08	0.05	0.10	0.06	0.04	0.11	0.07	0.04	0.07
40-44	0.06	0.05	0.06	0.07	0.07	0.06	0.06	0.06	0.03
45-49	0.07	0.07	0.06	0.06	0.07	0.05	0.06	0.06	0.04
50-54	0.09	0.07	0.07	0.06	0.07	0.03	0.05	0.04	0.03
55 and over	0.06	0.06	0.06	0.09	0.05	0.06	0.06	0.04	0.03

NOTE: Principals were asked to rate how much actual influence they had on each activity on a scale of 1 to 6, where 1 represented none and 6 represented a great deal. The 1993-94 questionnaires used a 0 to 5 scale, and 1993-94 scores in this table have been adjusted to the 1 to 6 scale.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Administrator Questionnaires), 1990-91 (Public and Private School Administrator Questionnaires), and 1993-94 (Public and Private School Principal Questionnaires).

Table B.16.—Standard errors for Table A.16: Mean ratings by public and private school principals regarding their influence in establishing curriculum, hiring new teachers, and setting discipline policy, by selected school characteristics: 1987-88, 1990-91, and 1993-94

School characteristics	Activity area								
	Establishing curriculum			Hiring new teachers			Setting discipline policy		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
Private school									
Total	0.01	0.02	0.02	0.02	0.02	0.02	0.01	0.01	0.01
School level									
Elementary	0.02	0.03	0.02	0.02	0.02	0.02	0.01	0.02	0.02
Secondary	0.02	0.03	0.02	0.03	0.02	0.03	0.01	0.02	0.02
Combined	0.01	0.01	0.02	0.01	0.02	0.01	0.01	0.01	0.01
School size									
Less than 150	0.01	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01
150-499	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02
500-149	0.02	0.01	0.02	0.02	0.01	0.02	0.02	0.02	0.02
150 or more	0.02	0.01	0.02	0.02	0.01	0.02	0.02	0.01	0.02
Minority enrollment									
Less than 20%	0.02	0.02	0.02	0.02	0.02	0.02	0.01	0.02	0.02
20%-50%	0.01	0.01	0.01	0.01	0.01	0.02	0.01	0.01	0.01
More than 50%	0.02	0.02	0.01	0.02	0.01	0.01	0.01	0.01	0.01
District size									
Less than 1,000	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
1,000-2,499	0.02	0.02	0.01	0.02	0.02	0.02	0.02	0.02	0.02
2,500-9,999	0.01	0.01	0.02	0.01	0.01	0.01	0.01	0.01	0.01
10,000 or more	0.02	0.01	0.02	0.02	0.01	0.01	0.01	0.01	0.01

Table B.16.—Standard errors for Table B.15: Mean ratings by public and private school principals regarding their influence in establishing curriculum, hiring new teachers, and setting discipline policy, by selected school characteristics: 1987-88, 1990-91, and 1993-94 (continued)

School characteristics	Activity area								
	Establishing curriculum			Hiring new teachers			Setting discipline policy		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
PRINCIPAL									
Total	0.03	0.03	0.03	0.04	0.03	0.03	0.03	0.03	0.03
School level									
Elementary	0.04	0.04	0.04	0.04	0.04	0.04	0.03	0.03	0.03
Secondary	0.03	0.03	0.03	0.03	0.03	0.03	0.04	0.03	0.03
Combined	0.03	0.04	0.04	0.04	0.04	0.03	0.03	0.03	0.03
School type									
Less than 100	0.03	0.03	0.04	0.03	0.03	0.04	0.04	0.04	0.04
100-499	0.04	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03
500-999	0.03	0.04	0.03	0.04	0.03	0.03	0.04	0.03	0.03
1000 or more	0.03	0.03	0.04	0.03	0.04	0.03	0.03	0.04	0.03
Ownership									
Less than 50%	0.04	0.04	0.03	0.04	0.04	0.03	0.04	0.03	0.03
50%-99%	0.04	0.04	0.03	0.03	0.03	0.04	0.04	0.03	0.03
More than 99%	0.04	0.03	0.03	0.03	0.03	0.04	0.03	0.04	0.03

NOTE: Principals were asked to rate their school's annual influence that had an effect on each activity on a scale of 1 to 5, where 1 represented none and 5 represented a great deal. The 1987-88 questionnaire used a 1 to 4 scale, and 1987-88 data in the table have been adjusted to the 1 to 5 scale.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 School Administrators, Public and Private School, and Teacher Demand and Storage Questionnaire; 1990-91, Public and Private School Administrators, Public and Private School, and Teacher Demand and Storage Questionnaire; and 1993-94 Public and Private School/Teacher, Public and Private School, and Teacher Demand and Storage Questionnaire.

Table 8.27... (continued) for Table 8.25. Percentage of public and private school principals by place of residence (principal, by school level, generally unaffiliated, school size, and community type). 1985-86

School characteristics	Place of school principal				
	At large in city	Outside city in city	Public unaffiliated small school	Public in rural or prairie	Unaffiliated
All schools					
Total	4.75	4.75	4.45	4.35	4.45
Elementary					
Elementary	4.75	4.75	4.45	4.35	4.45
Intermediate	4.45	4.75	4.45	4.35	4.45
Unaffiliated	4.45	4.45	4.45	4.45	4.45
Secondary unaffiliated					
Less than 100	4.45	4.45	4.45	4.45	4.45
100 to 199	4.45	4.45	4.45	4.45	4.45
200 or more	4.45	4.45	4.45	4.45	4.45
Unaffiliated					
Less than 100	4.45	4.45	4.45	4.45	4.45
100 to 199	4.45	4.45	4.45	4.45	4.45
200 or more	4.45	4.45	4.45	4.45	4.45
Unaffiliated total					
Unaffiliated	4.45	4.45	4.45	4.45	4.45
Unaffiliated total	4.45	4.45	4.45	4.45	4.45
Unaffiliated total	4.45	4.45	4.45	4.45	4.45

Table B27.—Standard errors for Table A27: Percentage of public and private school principals by plans to remain principals, by school level, minority enrollment, school size, and community type: 1993-94 (continued)

School characteristics	Plans to remain principal				
	As long as able	Until eligible to retire	Unless something better comes	Leave as soon as possible	Undecided
PRIVATE					
Total	1.02	0.68	0.53	0.39	1.05
School level					
Elementary	1.52	0.81	0.83	0.53	1.61
Secondary	1.38	1.26	1.07	0.49	1.72
Combined	2.67	1.81	1.23	0.87	2.00
Minority enrollment					
Less than 20%	1.38	0.96	0.67	0.41	1.41
20% to 50%	1.21	1.26	1.32	0.95	2.83
More than 50%	2.90	1.42	1.95	1.08	2.92
School size					
Less than 150	1.82	1.19	0.77	0.57	1.84
150 to 499	1.59	0.87	0.82	0.64	1.55
500 to 749	2.83	1.33	2.38	1.32	3.36
750 or more	3.21	2.02	2.22	0.70	3.22
Community type					
Central city	1.51	0.98	0.83	0.54	1.46
Urban fringe/large town	1.93	0.96	1.00	0.76	1.75
Rural/small town	2.39	1.79	1.02	0.65	2.54

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Private School Principal Questionnaires).

Table B28.—Standard errors for Table A28: Percentage of public school principals by plans to remain principals, by age and years of experience as a principal within sex: 1993-94

Principal characteristics	Plans to remain principal				
	As long as able	Until eligible to retire	Unless something better comes	Leave as soon as possible	Undecided
MALE					
Total	0.67	0.70	0.72	0.27	0.60
Age					
Under 35	1.40	4.06	1.70	0.53	4.76
35-39	2.55	1.71	2.67	0.97	1.77
40-44	1.95	1.16	1.65	0.59	1.71
45-49	1.41	1.37	1.38	0.37	1.19
50-54	1.62	1.63	1.62	0.61	1.17
55 and over	2.27	1.51	0.92	0.93	2.65
Experience					
Fewer than 3 years	1.96	1.36	1.63	0.66	1.50
3 to 9 years	1.13	0.98	1.22	0.43	1.32
10 years or more	1.27	1.63	0.79	0.49	1.19
FEMALE					
Total	1.20	1.06	1.11	0.76	
Age					
Under 35	6.17	5.16	6.08	0.90	4.67
35-39	4.55	2.67	4.32	0.55	3.65
40-44	3.27	1.96	2.76	0.70	2.27
45-49	1.94	2.00	1.63	0.30	1.93
50-54	2.77	2.67	1.74	0.69	2.54
55 and over	3.15	2.67	1.67	2.53	3.19
Experience					
Fewer than 3 years	1.75	1.63	1.56	0.39	1.93
3 to 9 years	1.62	1.54	1.71	0.70	1.65
10 years or more	2.70	2.46	1.61	0.72	2.76

SOURCE: U. S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public School Principal Questionnaire).

**Section 2 • Affiliation/Typology
Tables for Private Schools**

Table B.19.—Standard errors for Table A.19: Percentage of private school principals by private school affiliation, by sex, race-ethnicity, highest degree earned, average age, salary, and years as a principal: 1993-94

Principal characteristics	Private school affiliation								
	Non-Member Colleges/Univ.	Catholic	Protestant	Episcopal	Not Affiliated	Other Protestant	Other Catholic	Other Protestant	Other Catholic
Total number	10.7	47.2	1.1	11.2	11.2	4.1	26.7	26.9	11.7
Sex									
Male	1.11	0.48	0.26	0.80	0.87	0.80	1.06	0.71	0.80
Female	1.11	0.48	0.26	0.80	0.87	0.80	1.06	0.71	0.80
Race-ethnicity									
American Indian/Alaska Native	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Asian/Pacific Islander	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Black non-Hispanic	0.00	0.00	—	—	0.00	—	0.00	—	—
White non-Hispanic	0.00	0.00	0.70	1.17	0.70	0.00	1.00	1.00	0.00
Hispanic	0.00	0.00	0.00	—	—	0.00	—	—	0.00
Total salary	0.00	0.00	—	—	—	—	—	0.00	—
Highest degree earned									
Less than bachelor's	0.00	—	—	0.00	1.76	0.00	1.00	—	—
Bachelor's	—	1.10	1.10	0.00	1.00	0.00	0.00	0.00	1.10
Master's	0.00	1.10	0.00	0.00	1.00	0.00	0.00	0.00	1.10
Ed. spec. grad. deg.	0.00	1.10	1.10	0.00	1.10	0.00	1.10	1.00	—
Doctorate	—	0.00	1.00	1.00	0.00	0.00	0.00	—	0.00
Average age	1.76	0.00	0.00	0.00	1.00	0.00	1.00	1.00	1.00
Average salary	\$176.07	\$176.07	\$1,401.07	\$1,716.71	\$1,716.71	\$0.00	\$1,716.71	\$1,716.71	\$176.07
Average years as principal	1.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	0.00

Table 8.10—Continued source for Table 8.10: Percentages of private school principals by private school affiliation, by sex, race/ethnicity, highest degree earned, average age, salary, and years as a principal: 1993-94 (continued)

Principal characteristics	Private school affiliation								
	Protestant Lutheran	Other Lutheran	Evangelical Free Methodist	Other Evangelical Methodist	Romanian or Catholic Schools, etc.	The Roman Catholic Parish School System	Other	Other Protestant or Independent Schools ^a	Other Private Schools
Total sample	5.0	5.7	10.9	10.7	71.9	11.8	10.7	10.1	10.7
Sex									
Male	1.56	1.55	6.65	6.58	6.66	6.55	1.57	1.55	1.66
Female	1.56	1.55	7.00	6.58	6.62	6.55	1.57	1.55	1.66
Race/ethnicity									
Non-Hispanic White	—	—	6.66	—	—	6.66	6.66	6.67	—
Hispanic White	6.66	6.66	—	—	6.66	6.66	6.67	6.66	6.67
Black or African American	6.66	6.66	6.66	—	6.66	6.67	—	—	6.67
Other race/ethnicity	6.67	6.67	6.67	6.66	6.67	6.66	6.66	6.66	6.66
Hispanic	—	6.66	6.66	—	6.66	—	6.66	—	6.66
Total sample	6.67	—	6.67	6.66	6.67	6.66	6.66	6.66	6.66
Other degree earned									
Less than bachelor's	—	—	—	6.66	6.67	6.66	6.66	—	6.66
Bachelor's	6.66	6.67	6.67	6.67	6.66	6.66	6.66	6.66	6.66
Master's	6.66	—	6.66	6.66	6.66	6.67	6.67	6.66	6.66
PhD or equivalent	6.67	—	—	—	6.66	6.66	6.66	6.66	6.66
Postdoctoral	6.66	—	—	6.66	6.66	6.66	6.66	6.67	6.66
Average age	6.66	6.66	6.66	6.66	6.66	6.66	6.66	6.66	6.66
Average salary	\$67,100	\$6,100,000	\$6,100,000	\$6,100,000	\$6,100,000	\$6,100,000	\$6,100,000	\$6,100,000	\$6,100,000
Average years as principal	6.66	6.67	6.66	6.66	6.66	6.66	6.66	6.66	6.66

^a Anglican, Catholic, Methodist, and other denominations schools that are members of the National Association of Independent Schools are reported under these affiliations.

— The data were not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Data from School Principals and Teachers Questionnaire).

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Table 10.10. Standard errors for Table 10.1. Percentages of private school principals by benefits received by private school (age 18-24)

Benefit received	1980-1981	1982-1983	1984-1985	1986-1987	1988-1989
Total	100	100	100	100	100
None	11.0	10.0	11.0	11.0	11.0
Health	11.0	10.0	11.0	11.0	11.0
Life	11.0	10.0	11.0	11.0	11.0
Disability	11.0	10.0	11.0	11.0	11.0
Retirement	11.0	10.0	11.0	11.0	11.0
Other	11.0	10.0	11.0	11.0	11.0
Health	11.0	10.0	11.0	11.0	11.0
Life	11.0	10.0	11.0	11.0	11.0
Disability	11.0	10.0	11.0	11.0	11.0
Retirement	11.0	10.0	11.0	11.0	11.0
Other	11.0	10.0	11.0	11.0	11.0

Source: U.S. Department of Education, Office of Education Statistics.

NOTE: 1. The percentages of private school principals by benefits received are based on data from the 1980-1981, 1982-1983, 1984-1985, 1986-1987, and 1988-1989 school years.

Section 3 - State Welfare for Public
Schools

Table B.12.—Standard errors for Table A.12: Percentage of public school principals by sex and race-ethnicity, by state: 1993-94

State	Total principals	Sex		Race-ethnicity					Total minority	Average age
		Male	Female	Am. Ind./ Al. Nbr.	Asian/Pac. Is.	Black non-Hispanic	White non-Hispanic	Hispanic		
Total	215.2	0.70	0.70	0.08	0.14	0.47	0.54	0.55	0.54	0.00
Alabama	12.8	2.50	2.50	0.00	0.00	2.41	2.06	0.00	2.06	0.70
Alaska	5.7	2.54	2.54	1.00	0.77	0.20	2.26	0.00	2.26	0.20
Arizona	7.2	1.87	1.87	0.50	0.00	1.49	1.21	0.27	1.21	0.40
Arkansas	4.5	1.50	1.50	—	0.00	2.07	2.03	0.00	2.03	0.50
California	71.7	1.50	1.50	0.00	1.20	2.10	2.74	2.51	2.74	0.52
Colorado	10.9	4.51	4.51	0.72	0.00	0.00	2.64	2.51	2.64	0.67
Connecticut	9.8	2.79	2.79	—	—	1.27	1.27	—	1.27	0.54
Delaware	2.0	1.00	1.00	0.00	0.00	1.42	1.42	0.00	1.42	0.00
Dist. of Columbia	4.5	4.20	4.20	—	0.00	1.71	0.00	—	0.00	0.07
Florida	50.7	2.50	2.50	0.00	—	2.04	2.04	1.05	2.04	0.45
Georgia	9.1	1.00	1.00	—	0.00	2.70	2.72	—	2.72	0.07
Hawaii	5.0	1.10	1.10	0.00	1.74	—	1.05	1.34	1.05	0.07
Idaho	10.1	1.20	1.20	0.00	—	0.00	0.70	0.40	0.70	0.02
Illinois	40.5	2.01	2.01	—	—	1.50	1.05	0.77	1.05	0.54
Indiana	10.2	1.00	1.00	—	0.00	2.30	2.54	1.52	2.54	0.51
Iowa	10.1	1.00	1.00	—	0.00	—	1.00	—	1.00	0.00
Kansas	9.5	2.64	2.64	—	0.00	1.20	1.07	0.50	1.07	0.70
Kentucky	10.2	1.51	1.51	—	0.00	1.54	1.00	—	1.00	0.00
Louisiana	5.0	2.74	2.74	0.00	0.00	2.51	2.51	0.00	2.51	0.71
Maine	4.3	4.70	4.70	—	0.00	0.00	0.00	0.00	0.00	0.71
Maryland	9.4	1.51	1.51	—	0.00	2.04	2.07	—	2.04	0.02
Massachusetts	21.4	2.00	2.00	—	0.00	1.42	1.02	—	1.02	0.07
Michigan	114.7	0.00	0.00	—	0.00	2.00	2.70	0.00	2.70	0.07
Minnesota	10.2	1.07	1.07	—	0.00	1.20	1.00	—	1.00	0.74
Mississippi	9.1	1.72	1.72	—	0.00	0.51	2.07	—	2.07	0.00

Table B.12.—Standard errors for Table A.12: Percentage of public school principals by sex and race-ethnicity, by state: 1993-94 (continued)

State	Total principals	Sex		Race-ethnicity					Total minority	Average age
		Male	Female	Hispanic/Latino	Asian/Pacific Islander	Black non-Hispanic	White non-Hispanic	Hispanic		
Alaska	22.2	0.19	0.19	—	0.00	0.00	0.07	—	0.07	0.62
Alabama	28.1	0.02	0.02	0.07	0.00	—	0.20	—	0.20	0.60
Arizona	30.9	0.14	0.14	—	0.00	0.71	0.40	—	0.40	0.60
Arkansas	6.7	0.00	0.00	—	0.00	0.71	0.70	0.00	0.70	0.60
California	6.7	0.00	0.00	0.00	0.00	0.00	0.00	—	0.00	0.70
Colorado	30.0	0.10	0.10	0.00	0.00	0.10	0.10	—	0.10	0.71
Connecticut	0.0	0.00	0.00	0.00	—	—	0.10	0.00	0.10	0.62
Delaware	20.7	0.00	0.00	—	0.10	0.00	0.11	0.00	0.11	0.60
District of Columbia	20.4	0.10	0.10	0.70	0.00	0.10	0.07	—	0.07	0.60
Florida	10.9	0.00	0.00	0.20	—	0.00	0.20	0.00	0.20	0.62
Georgia	40.4	0.10	0.10	0.00	0.00	0.07	0.00	0.00	0.00	0.60
Hawaii	20.2	0.07	0.07	0.10	0.00	0.10	0.70	—	0.70	0.70
Idaho	7.2	0.12	0.12	—	0.00	0.00	0.20	0.10	0.20	0.60
Illinois	70.4	0.07	0.07	0.00	—	0.10	0.00	0.10	0.10	0.62
Indiana	7.0	0.07	0.07	0.00	—	—	0.00	—	0.00	0.70
Iowa	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.70
Kansas	12.1	0.10	0.10	0.10	0.00	0.00	0.07	0.00	0.07	0.60
Kentucky	10.7	0.17	0.17	—	0.00	0.00	0.00	0.00	0.00	0.60
Louisiana	71.4	0.02	0.02	0.00	0.10	0.00	0.00	0.00	0.00	0.60
Maine	10.4	0.00	0.00	—	—	0.10	0.17	0.10	0.17	0.60
Maryland	11.4	0.00	0.00	—	0.00	0.00	0.00	0.00	0.00	0.62
Massachusetts	10.1	0.07	0.07	0.00	—	0.00	0.00	—	0.00	0.70
Michigan	27.2	0.10	0.10	0.10	0.10	0.10	0.00	0.00	0.00	0.60
Minnesota	10.0	0.10	0.10	0.00	0.00	0.10	0.00	0.00	0.10	0.60
Mississippi	21.7	0.10	0.10	—	0.00	0.10	0.00	—	0.10	0.62
Missouri	0.7	0.00	0.00	—	0.00	0.00	0.00	0.00	0.00	0.62
Montana	0.7	0.00	0.00	—	0.00	0.00	0.00	0.00	0.00	0.62

— The data were not available.

U.S. DEPT. OF EDUCATION, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 Public School Principals Questionnaire

Table D.15.—Standard errors for Table D.15: Percentage of public school principals by highest degree earned and average salary, by state: 1993-94

State	Degree type				
	Bachelor's	Master's	Ed. Specialist	Doctorate	Average salary
All	3.35	3.48	3.57	3.55	\$13,648
Alabama	1.1	1.17	1.27	1.26	\$8,611
Alaska	1.46	1.46	1.45	1.46	\$8,611
Arizona	1.1	1.05	1.05	1.16	\$11,142
Arkansas	1.06	1.06	1.05	1.11	\$8,611
California	1.46	1.15	1.05	1.06	\$8,611
Colorado	1.1	1.05	1.06	1.06	\$8,611
Connecticut	1.1	1.06	1.06	1.16	\$11,142
Delaware	1.06	1.06	1.16	1.06	\$11,142
D.C. (not included)	1.06	1.17	1.1	1.06	\$8,611
Florida	1.06	1.16	1.06	1.16	\$8,611
Georgia	1.06	1.16	1.17	1.06	\$8,611
Hawaii	1.17	1.06	1.17	1.16	\$8,611
Idaho	1.1	1.17	1.06	1.06	\$8,611
Illinois	1.1	1.17	1.06	1.06	\$11,142
Indiana	1.06	1.17	1.06	1.06	\$11,142
Iowa	1.1	1.17	1.17	1.06	\$8,611
Kansas	1.06	1.06	1.16	1.06	\$8,611
Kentucky	1.06	1.16	1.06	1.06	\$8,611
Louisiana	1.06	1.16	1.06	1.06	\$8,611
Maine	1.17	1.06	1.17	1.06	\$8,611
Massachusetts	1.1	1.06	1.17	1.06	\$8,611
Michigan	1.17	1.06	1.17	1.06	\$8,611
Minnesota	1.17	1.06	1.17	1.06	\$8,611
Mississippi	1.17	1.06	1.17	1.06	\$8,611
Missouri	1.17	1.06	1.17	1.06	\$8,611
Montana	1.17	1.06	1.17	1.06	\$8,611
Nebraska	1.17	1.06	1.17	1.06	\$8,611
Nevada	1.17	1.06	1.17	1.06	\$8,611
New Hampshire	1.17	1.06	1.17	1.06	\$8,611
New Jersey	1.17	1.06	1.17	1.06	\$8,611
New Mexico	1.17	1.06	1.17	1.06	\$8,611
New York	1.17	1.06	1.17	1.06	\$8,611
North Carolina	1.17	1.06	1.17	1.06	\$8,611
North Dakota	1.17	1.06	1.17	1.06	\$8,611
Ohio	1.17	1.06	1.17	1.06	\$8,611
Oklahoma	1.17	1.06	1.17	1.06	\$8,611
Oregon	1.17	1.06	1.17	1.06	\$8,611
Pennsylvania	1.17	1.06	1.17	1.06	\$8,611
Rhode Island	1.17	1.06	1.17	1.06	\$8,611
South Carolina	1.17	1.06	1.17	1.06	\$8,611
South Dakota	1.17	1.06	1.17	1.06	\$8,611
Tennessee	1.17	1.06	1.17	1.06	\$8,611
Texas	1.17	1.06	1.17	1.06	\$8,611
Utah	1.17	1.06	1.17	1.06	\$8,611
Vermont	1.17	1.06	1.17	1.06	\$8,611
Virginia	1.17	1.06	1.17	1.06	\$8,611
Washington	1.17	1.06	1.17	1.06	\$8,611
West Virginia	1.17	1.06	1.17	1.06	\$8,611
Wisconsin	1.17	1.06	1.17	1.06	\$8,611
Wyoming	1.17	1.06	1.17	1.06	\$8,611

Table 2.11. *Regression of average test results (Table 2.10). Percentages of students who had passed the test by the end of the year and average scores by subject (1985-86 school year)*

Year	Subject				Average score
	Mathematics	Science	Arabic	English	
1985-86	100	100	100	100	100
1986-87	100	100	100	100	100
1987-88	100	100	100	100	100
1988-89	100	100	100	100	100
1989-90	100	100	100	100	100
1990-91	100	100	100	100	100
1991-92	100	100	100	100	100
1992-93	100	100	100	100	100
1993-94	100	100	100	100	100
1994-95	100	100	100	100	100
1995-96	100	100	100	100	100
1996-97	100	100	100	100	100
1997-98	100	100	100	100	100
1998-99	100	100	100	100	100
1999-00	100	100	100	100	100
2000-01	100	100	100	100	100
2001-02	100	100	100	100	100
2002-03	100	100	100	100	100
2003-04	100	100	100	100	100
2004-05	100	100	100	100	100
2005-06	100	100	100	100	100
2006-07	100	100	100	100	100
2007-08	100	100	100	100	100
2008-09	100	100	100	100	100
2009-10	100	100	100	100	100
2010-11	100	100	100	100	100
2011-12	100	100	100	100	100
2012-13	100	100	100	100	100
2013-14	100	100	100	100	100
2014-15	100	100	100	100	100
2015-16	100	100	100	100	100
2016-17	100	100	100	100	100
2017-18	100	100	100	100	100
2018-19	100	100	100	100	100
2019-20	100	100	100	100	100
2020-21	100	100	100	100	100
2021-22	100	100	100	100	100
2022-23	100	100	100	100	100
2023-24	100	100	100	100	100
2024-25	100	100	100	100	100
2025-26	100	100	100	100	100
2026-27	100	100	100	100	100
2027-28	100	100	100	100	100
2028-29	100	100	100	100	100
2029-30	100	100	100	100	100
2030-31	100	100	100	100	100
2031-32	100	100	100	100	100
2032-33	100	100	100	100	100
2033-34	100	100	100	100	100
2034-35	100	100	100	100	100
2035-36	100	100	100	100	100
2036-37	100	100	100	100	100
2037-38	100	100	100	100	100
2038-39	100	100	100	100	100
2039-40	100	100	100	100	100
2040-41	100	100	100	100	100
2041-42	100	100	100	100	100
2042-43	100	100	100	100	100
2043-44	100	100	100	100	100
2044-45	100	100	100	100	100
2045-46	100	100	100	100	100
2046-47	100	100	100	100	100
2047-48	100	100	100	100	100
2048-49	100	100	100	100	100
2049-50	100	100	100	100	100
2050-51	100	100	100	100	100
2051-52	100	100	100	100	100
2052-53	100	100	100	100	100
2053-54	100	100	100	100	100
2054-55	100	100	100	100	100
2055-56	100	100	100	100	100
2056-57	100	100	100	100	100
2057-58	100	100	100	100	100
2058-59	100	100	100	100	100
2059-60	100	100	100	100	100
2060-61	100	100	100	100	100
2061-62	100	100	100	100	100
2062-63	100	100	100	100	100
2063-64	100	100	100	100	100
2064-65	100	100	100	100	100
2065-66	100	100	100	100	100
2066-67	100	100	100	100	100
2067-68	100	100	100	100	100
2068-69	100	100	100	100	100
2069-70	100	100	100	100	100
2070-71	100	100	100	100	100
2071-72	100	100	100	100	100
2072-73	100	100	100	100	100
2073-74	100	100	100	100	100
2074-75	100	100	100	100	100
2075-76	100	100	100	100	100
2076-77	100	100	100	100	100
2077-78	100	100	100	100	100
2078-79	100	100	100	100	100
2079-80	100	100	100	100	100
2080-81	100	100	100	100	100
2081-82	100	100	100	100	100
2082-83	100	100	100	100	100
2083-84	100	100	100	100	100
2084-85	100	100	100	100	100
2085-86	100	100	100	100	100
2086-87	100	100	100	100	100
2087-88	100	100	100	100	100
2088-89	100	100	100	100	100
2089-90	100	100	100	100	100
2090-91	100	100	100	100	100
2091-92	100	100	100	100	100
2092-93	100	100	100	100	100
2093-94	100	100	100	100	100
2094-95	100	100	100	100	100
2095-96	100	100	100	100	100
2096-97	100	100	100	100	100
2097-98	100	100	100	100	100
2098-99	100	100	100	100	100
2099-00	100	100	100	100	100
2100-01	100	100	100	100	100

1. The data were collected from the Ministry of Education, Science and Higher Education, 1985-86 school year (1985-86 school year).

Table 3-16. Standard errors for Table 3-16. Percentage of people asked primarily by employment benefits received by year, 1980-90

Year	Employment benefits				
	Medical insurance	Dental insurance	Life insurance	Disability	Unemployment
1980	1.00	1.00	1.00	1.00	1.00
1981	1.00	1.00	1.00	1.00	1.00
1982	1.00	1.00	1.00	1.00	1.00
1983	1.00	1.00	1.00	1.00	1.00
1984	1.00	1.00	1.00	1.00	1.00
1985	1.00	1.00	1.00	1.00	1.00
1986	1.00	1.00	1.00	1.00	1.00
1987	1.00	1.00	1.00	1.00	1.00
1988	1.00	1.00	1.00	1.00	1.00
1989	1.00	1.00	1.00	1.00	1.00
1990	1.00	1.00	1.00	1.00	1.00

Table 4-10. Number of cases for 1988-1990. Percentage of people who reported to have been treated for AIDS-related conditions.

Age	Treatment status			Percentage	
	Not treated	Not treated	Not treated	%	Percentage
15-19	111111	111111	111111	111111	111111
20-24	111111	111111	111111	111111	111111
25-29	111111	111111	111111	111111	111111
30-34	111111	111111	111111	111111	111111
35-39	111111	111111	111111	111111	111111
40-44	111111	111111	111111	111111	111111
45-49	111111	111111	111111	111111	111111
50-54	111111	111111	111111	111111	111111
55-59	111111	111111	111111	111111	111111
60-64	111111	111111	111111	111111	111111
65-69	111111	111111	111111	111111	111111
70-74	111111	111111	111111	111111	111111
75-79	111111	111111	111111	111111	111111
80-84	111111	111111	111111	111111	111111
85-89	111111	111111	111111	111111	111111
90-94	111111	111111	111111	111111	111111
95-99	111111	111111	111111	111111	111111
Total	111111	111111	111111	111111	111111

Source: AIDS Surveillance System, CDC, 1991.

NOTE: 1. The percentage of people who reported to have been treated for AIDS-related conditions is shown in parentheses.

and private school association lists. The frame for the 1987-88 SASS was the augmented 1990-91 Private School Universe Survey.

Notably for public schools, the QED and CCD data sources apply slightly different definitions of the school unit. The QED file defined schools in terms of their physical location; the CCD file used for subsequent SASS surveys described schools as "administrative units with principals." Thus, in instances where multiple schools share a single campus, the estimated number of schools increases using the CCD definition.

- Separate School Administrator Questionnaires were developed for public and private school principals in the 1990-91 SASS. In 1987-88, the instrument was returned to refer to principals instead of school administrators.
- Since 1987-88, a number of revisions to the School Principal Questionnaires have been implemented. Question formats (e.g., the general education background of principals in the 1987-88 and 1990-91), item selection (e.g., lists of principal perceived school problems have grown over time), and item wording (e.g., years of experience before becoming principal) have changed since 1987-88. We do not attempt to describe these changes here; however, these occurrences are noted in the report text, where appropriate.
- The measure of community type or "urbanicity" for the 1987-88 SASS involved administrator self-reports. Since the release of the 1987-88 SASS data, the locale code defined for the 1990-91 and 1993-94 SASS was added to the 1987-88 data; this report's analyses use this new measure of community type. In 1990-91 and 1993-94, community type was derived from a locale code based on school mailing address mapped to Bureau of the Census population density data, Standard

Metropolitan Statistical Area (MSA) codes, and Census codes for urban and rural areas. Analyses of 1987-88 data were conducted using locale code-based urbanicity measures as defined for the 1990-91 and 1993-94 SASS.

- All school administrators in 1987-88 responded to items about free/reduced-price lunches, an item frequently used as a proxy for school wealth. However, the 1990-91 Private School Questionnaire omitted the free/reduced-price lunch item. We excluded this measure from analyses for private schools.
- All data files have been adjusted for complete refusals. For individual questionnaire items that should have been answered but were not, values for the 1987-88,⁵ 1990-91, and 1993-94 SASS were imputed using data from (1) other questionnaire items, (2) related SASS questionnaires, (3) the sampling frame, or (4) a similar respondent.

Sample Selection

The initial sampling units for SASS were schools.⁶ The sampling structure was designed to provide separate data for public and private schools, with detail by state for the public sector and by private school association for the private sector. After schools were selected, each public and private school in the sample was sent a letter requesting that school personnel provide a list of all teachers in the school. The returned lists, supplemented by telephone followup, served as the sampling frame for the teacher survey. The same sample was used for the

⁵ District and school files for the 1987-88 SASS were imputed before they were released. Administrator and teacher files were imputed during 1994, and the imputed values were added to the 1987-88 SASS database.

⁶ For a detailed description of the sample design for the 1987-88 SASS, see Robinson et al. (1990).

public and private school principal survey. Each LEA that administered one or more of the sample schools in the public sector became part of the sample for the *Teacher Demand and Shortage Questionnaires*.

Selection of schools. Since the 1990-91 SASS, the public school sampling frame has been the CCD file. The CCD is based on census data collected annually by NCES from state education agencies and is believed to be the most complete list of public schools available. The frame includes regular public schools, military base schools operated by the Department of Defense, and nonregular schools such as special education, vocational, and alternative schools. The public school sampling frame for the 1987-88 SASS was the school file developed by QED.

For private schools in the 1987-88 SASS, the QED private school frame was supplemented with lists obtained from several private school associations and by an area sample of 123 counties or groups of counties in which telephone directories, government offices, and other local sources were utilized to identify omitted private schools. The sampling frame for private schools in the 1990-91 SASS was the NCES 1989-90 Private School Universe Survey, augmented with state lists and private school association lists.⁷ The 1993-94 SASS private school frame consisted of the 1991-92 Private School Universe Survey, augmented with private school association lists and lists from an area frame.⁸

Selection of local education agencies. All LEAs that had at least one school selected for the school sample were included in the LEA sample

for the *Teacher Demand and Shortage Questionnaires*.

Survey Operations Procedures

Survey operations for the 1987-88, 1990-91, and 1993-94 SASS, including sample selection, data collection, and data processing, were carried out under an interagency agreement by the U.S. Bureau of the Census, according to specifications provided by NCES. At the start of each school year, introductory letters containing a Teacher Listing Sheet were mailed to sample schools. These Teacher Listing Sheets, designed to enumerate the instructional staff at each school, served as the sampling frame for the teacher sample. Shortly after the listing sheets are distributed, Teacher Demand and Shortage Questionnaires were mailed to the local education agencies representing the sampled public schools and School Principal Questionnaires were sent to the principals of the selected public and private schools. School Teacher Questionnaires for teachers selected from lists provided by the sample public and private schools were also mailed at that time. Completed questionnaires were returned by mail to the Census Bureau. Telephone followup interviews of nonrespondents to the questionnaires were conducted by Census Bureau field representatives.

Weighting

Weights of the sample units were developed to produce national and state estimates for teachers, administrators, schools, and local education agencies.⁹ The basic weights were the inverse of the probability of selection. The weights were also adjusted for nonresponse and to ensure that sample totals (based on responding, nonresponding, and out-of-scope cases) were comparable to the frame totals.

⁷ Correll, E., McMillen, M., & Kaufman, S. (1993). *Private School Universe Survey, 1989-90* [NCES 93-122]. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

⁸ Broughtman, S., Correll, E., Bynum, L.T., & Stiner, K. (1995). *Private School Universe Survey, 1991-92* [NCES 94-101]. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

⁹ For a detailed description of the weighting process for 1993-94, see Abrutyn et al. (1996).

Standard Errors

The estimates presented in the text and tables of this report are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporated the design features of this complex sample survey.¹⁰ The standard errors indicate the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard error units below to 1.96 standard error units above a particular statistic would include the true population value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other possible systematic errors. Standard errors for the estimates presented in the text and tables of this report are included in appendix B.

Accuracy of Estimates

Some principals, schools, and districts did not return questionnaires, which resulted in missing data. These missing data, however, should have relatively little impact on the estimates of percentages, means, and counts that this report presents because of nonresponse adjustment strategies employed by SASS.¹¹ Where analyses required examining data across questionnaires (e.g., when analyses included variables from both the *Principal Questionnaire* and the *Teacher Demand and Shortage Questionnaire for Public School Districts*), district nonresponse reduced the sample size of respondents because principals located in districts that did not return a questionnaire could not be included in the analyses. Thus, in these cases, the prin-

cipal totals, and all other estimates presented, were based on a subset of the total number of principals.

The accuracy of any statistic is determined by the joint effects of sampling and nonsampling errors. Both types of error affect the estimates presented in this report.¹²

Nonsampling Error

Both universe and sample surveys are subject to nonsampling errors. Two types of nonsampling errors occur—nonobservation error and measurement error—and both are extremely difficult to estimate.

Nonobservation error may be due to noncoverage, which occurs when members of the population of interest are excluded from the sampling frame and, therefore, are not included in the survey sample. Nonobservation error also occurs when sampled units (for example, teachers or administrators) refuse to answer some or all of the survey questions. These types of error are referred to as questionnaire nonresponse (where the entire questionnaire is missing) and item nonresponse (where only some items of the questionnaire are missing). Sample weight adjustment techniques were used to compensate for questionnaire nonresponse;

¹⁰See, e.g., Wolter, K.M. (1985). *Introduction to Variance Estimation*. New York: Springer-Verlag.

¹¹Sampling weights are adjusted for instrument nonresponse.

¹²A summary of the data quality for SASS is presented by Jabine (1994).

imputation procedures were used to compensate for item nonresponse in SASS.¹³

Measurement error occurs when mistakes are made when data are edited, coded, or entered into computers (processing errors), when the responses that subjects provide differ from the "true" responses (response errors), and when measurement instruments fail to measure the characteristics they are intended to measure. Sources of response errors include differences in the ways that respondents interpret questions, faulty respondent memory, and mistakes respondents make when recording their answers. Because estimating the magnitude of these various types of nonsampling errors would require special experiments or access to independent data, information on the scope of these errors is seldom available.

Sampling Error

Sampling error occurs when members of a population are selected (sampled), and only sample members respond to survey questions. Estimates that are based on sample responses will differ somewhat from the data that would have been obtained if a complete census of the relevant population had been taken using the same survey instruments, instructions, and procedures. The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. All estimates and standard errors were calculated using a

balanced repeated replications variance estimation program developed to calculate standard errors based upon complex survey designs.

Response Rates and Imputation

The final weighted questionnaire response rates are reported in table C1 for the various SASS years. Table C2 provides the item-response rates for the SASS instruments by year. Values were imputed for items with missing data by (1) using data from other items on the questionnaire or a related component of the SASS (e.g., a school record to impute district data); (2) extracting data from the sample frame such as the CCD; or (3) extracting data from a respondent with similar characteristics.¹⁴

The reader should note that all data on principals in this report are imputed. For earlier reports, imputed data on principals for 1987-88 were not available; unimputed data were used. Thus, differences may exist between the 1987-88 estimates reported here and those in previous reports.

Statistical Procedures

The comparisons in the text were tested for statistical significance to ensure that the differences are larger than might be expected from sampling variation. These statistical tests were based on Student's *t* statistic. Generally, whether a difference is considered significant is determined by calculating a *t* value for the difference between a pair of means or percentages, and comparing this value to published tables of values at certain critical levels, called alpha levels. The alpha level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not (i.e., the observed difference results from sample varia-

¹³ A discussion of these nonresponse adjustment procedures is presented in the following references:

Gruber, K.J., Rohr, C.L., & Fondelux, S.E. (1994). *1990-91 Schools and Staffing Survey: Data File User's Manual (Vol. 1: Survey Documentation)* (NCES 93-144-1). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Gruber, K.J., Rohr, C.L., & Fondelux, S.E. (1996). *1993-94 Schools and Staffing Survey: Data File User's Manual (Vol. 1: Survey Documentation)* (NCES 96-142). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

¹⁴ For a description of the imputation procedures, see Abramson et al. (1996) (pp 90-108) and Gruber et al. (1994) (pp. 71-78).

Table C1.—Weighted and unweighted percent response rates by SASS instrument:
1987-88, 1990-91, and 1993-94

Questionnaire	Unweighted			Weighted		
	1987-88	1990-91	1994-94	1987-88	1990-91	1993-94
Teacher demand and shortage for public school districts	89.4	93.7	93.1	90.8	93.5	93.9
Public school principal	94.2	96.9	96.6	94.4	96.7	96.6
Private school principal	81.2	91.1	90.3	79.3	90.0	87.6
Public school	91.9	95.0	92.0	91.9	95.3	92.3
Private school	79.6	85.1	84.1	78.6	83.9	83.2
Public school teacher ¹	86.5	91.5	88.9	86.4	90.3	88.2
Private school teacher ²	77.0	83.1	80.6	79.1	84.3	80.2

* The response rates for public and private school teachers exclude the schools that did not provide teacher lists. The overall or effective response rates for public school teachers, including those that could not be sampled from nonresponding schools, were 83 percent, 86 percent, and 85 percent, respectively, for the 1987-88 through 1993-94 SASS. Overall response rates for private school teachers were 70 percent, 75 percent, and 73 percent for the SASS administrations.

tion rather than a "true" difference between two means).

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large *t* statistics may appear to merit special note. However, this is not always the case because the size of the *t* statistic depends not only on the observed difference in means or percentages being compared, but also on the standard error of the difference. Thus, a small difference between two groups with a much smaller standard error could result in a large *t* statistic, but this small difference is not necessarily noteworthy. Second, when multiple statistical comparisons are made on the same data, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha level of .05, there is still a 5 percent chance of concluding that an observed *t* value representing one comparison in the sample is large enough to be statistically significant. As

the number of comparisons increases, so does the risk of making such an error in inference.

To guard against errors of inference based upon multiple comparisons, the Bonferroni procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are $(K*(K-1)/2)$ possible contrasts (or non-redundant pairwise comparisons), where *K* is the number of categories. For example, race-ethnicity has five categories (i.e., American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, and White and Black non-Hispanic). With *K*=5, there are $5*(5-1)/2$ or 10 possible comparisons among the race-ethnicity categories. The Bonferroni procedure divides the alpha level for a single *t* test by the number of possible pairwise comparisons in order to pro-

Table C2.—Unweighted item-response rates for SASS questionnaires, by year

Questionnaire	Range of item-response rates			Percent of items with response rate ≥ 90 percent			Percent of items with a response rate < 75 percent		
	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94	1987-88	1990-91	1993-94
Teacher demand and shortage	40-100%	85-100%	67-100%	74%	90%	91%	12%	0%	1%
Public school principal	70-100	90-100	65-100	86	100	92	2	0	4
Private school principal	72-100	80-100	55-100	89	98	90	2	0	6
Public school	43-100	56-100	83-100	64	77	83	11	1	0
Private school	11-100	67-100	61-100	56	77	77	8	5	3
Public school teacher	64-100	76-100	71-100	90	84	91	1	0	0
Private school teacher	60-100	71-100	69-100	89	79	89	1	1	1

vide a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the t statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When the estimates were not independent (for example, when comparing the percentages of respondents in different age groups), a covariance term was added to the denominator of the t -test formula. Because the actual covariance terms were not known, it was assumed that the estimates were perfectly negatively correlated. Consequently, $2*(se_1*se_2)$ was added to the denominator of the t -test formula.

The standard errors were calculated using the WESVAR program, a user-written procedure for the Statistical Analysis System (SAS).¹⁵ This analytic software uses a balanced repeated replications method to calculate standard errors based upon complex survey designs.

Decision Rules for Suppression of Estimates

Estimates based on very small sample sizes are highly sensitive to sampling and measurement error and tend to have large standard errors. Since many of the crosstabular presentations in this report include cells based on small numbers of respondents, we have suppressed estimates based on very small sample sizes and footnote

each cell with the note, "Too few cases for a reliable estimate." To protect respondent confidentiality, we also suppressed cells with fewer than three responses. The decision rules for estimate suppression are presented in table C3.

Variable Definitions

Public School District

A public school district (or LEA) was defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit was required to operate under a public board of education. Districts that did not operate schools but hired teachers for other districts were included. A district was considered out of scope if it did not employ elementary or secondary teachers of any kind.

Public School

A public school is defined as an institution that provides educational services for at least one of grades 1-12 (or comparable ungraded), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense were included; schools funded by the Bureau of Indian Affairs were not included.

Private School

A private school was defined as a school not in the public system that provides instruction for any of grades 1 through 12 where the instruction was not given in a private home.

¹⁵WESVAR is a proprietary computer program available from Westat, Inc., 1650 Research Boulevard, Rockville, MD 20850.

Table C3.—Decision rules for estimate suppression

For Total Columns:

1. If $n < 10$, then suppress all totals and counts;
2. If $10 \leq n < 30$, then do
 - A. If C.V. of the $N < 20\%$, then report all totals and counts;
 - B. If C.V. of the estimate $\geq 20\%$, then suppress all totals and counts;
3. If $n \geq 30$, then report all totals and counts.

For Percentages and Proportions:

1. If $n_{\text{den}} \geq 30$, then do
 - A. If $n_{\text{num}} \leq 2$, then suppress percentage;
 - B. If $n_{\text{num}} > 2$, then report percentage;
2. If $10 < n_{\text{den}} < 30$, then do
 - A. If $n_{\text{num}} \leq 2$, then suppress percentage;
 - B. If $n_{\text{num}} > 2$, then do
 1. If C.V. of denominator $< 20\%$, then report percentage;
 2. If C.V. of the denominator $\geq 20\%$, then suppress;
3. If $n_{\text{den}} < 10$, then suppress.

Where n = unweighted count for cell,

N = weighted number,

NU = universe total for that cell (or the weighted count if not available), and

C.V. = coefficient of variation for the estimate (i.e., the ratio of the standard error to the value of the statistic).

Community Type

Community type was derived from the seven-category "urbanicity" code (locale) developed by Johnson.¹⁶ The locale code was based on the school's mailing address matched to Bureau of the Census data files containing population density data, SMSA codes, and a Census code defining urban and rural areas. This approach, first employed during the 1990-91 SASS, is believed to provide a more accurate description of the community than the respondents' self-reported community type used during initial analyses of the 1987-88 SASS.¹⁷ For this report, community type for the 1987-88 instruments was updated to reflect the current locale definition. The locale codes were aggregated into three community types.

Central city. A large central city (the central city of an SMSA with population $\geq 400,000$ or a population density $\geq 6,000$ persons per square mile) or a mid-size city (a central city of an SMSA, but not designated as a large central city).

Urban fringe and large town. The community type is defined to include the urban fringe of a large or mid-size city or a large town (a place not within an SMSA, but with a population $\geq 25,000$ and defined as urban by the U.S. Census Bureau).

Rural area and small town. This category was defined to include both rural areas (population of $< 2,500$ and defined as rural by the U.S. Census Bureau) and small towns (a place

not within an SMSA, with a population of $< 25,000$, but $\geq 2,500$).

School Level

Elementary. A school that had grade 6 or lower, or "ungraded" and had no grade higher than the 8th.

Secondary. A school that had no grade lower than the 7th, or "ungraded" and had grade 7 or higher.

Combined. A school that had grades higher than the 8th and lower than the 7th. Schools in which students are ungraded (i.e., nonclassified by standard grade levels) are also classified as combined.

School Size

Less than 150, 150 to 499, 500 to 749, and 750 or more. Size categories were based on the number of students (by head count) who were enrolled in grades K-12 in the school on the Public and Private School Questionnaires.

Private School Typology

Private schools were assigned to one of three major categories, and within each major category, to one of three subcategories. The categories and subcategories are:¹⁸

- *Catholic:* parochial, diocesan, and private order;
- *Other religious:* affiliated with the Conservative Christian School Association, affiliated with a national denomination, and unaffiliated;

¹⁶ Johnson, F. (1989). *Assigning Type of Local Codes to the 1987-88 CCD Public Schools Universe* (Data Series Technical Report SP-CCD-87188-7.4). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

¹⁷ Johnson, F.H. (1993). Comparisons of School Locale Settings: Self-Reported Versus Assigned. *American Statistical Association, Proceedings of the Section on Survey Research Methods*, 2, 686-691.

¹⁸ For additional information, see McMillen, M., & Benson, P. (1991). *Diversity of Private Schools* (NCES 92-082). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

- *Nonsectarian*: regular education, special program emphasis (e.g., military school), and special education.

Region

Four geographic regions corresponding to areas defined by the U.S. Bureau of the Census were employed in the report. The areas and states are defined below.

- *Northeast*: Connecticut, Maine, Massachusetts, New Hampshire, New York, New Jersey, Pennsylvania, Rhode Island, and Vermont;
- *South*: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia, and the District of Columbia;
- *Midwest*: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin;
- *West*: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

Highest Degree Earned

Less than bachelor's degree, bachelor's degree, master's degree, education specialist/professional diploma, doctoral degree. The highest degree earned by administrators is a recoding of the various academic degrees reported in the Public and Private School Principal Questionnaires. The education specialist or professional diploma (Ed.S.) typically involves one additional year of study beyond the master's degree.

Years of Teaching Experience

Averages for years of teaching experience prior to becoming a principal include data for principals with no teaching experience. Based on weighted data, 1.1 percent, 1.3 percent, and 1.2 percent of public school principals reported zero years of teaching experience for the respective survey years 1987-88, 1990-91, and 1993-94. The corresponding percentages for private principals were 11.0, 13.0, and 12.2.

Average Salary

Average salary for public and private school principals is defined as the weighted mean annual salary for the positions, before taxes and deductions, as reported by the survey respondents. Unpaid positions (i.e., annual salary = \$0) were excluded from the calculations; all other salaries were included. Based on weighted data, 0.1 percent of public school principals (69) reported receiving no salary for survey year 1987-88. No public school principals reported receiving no salary in years 1990-91 or 1993-94. The corresponding percentages for private principals were 8.5, 9.9, and 7.4. Respondent-reported salaries, whether for 12 months, 10 months, or other periods, were considered annual salaries in our calculations.

In-kind Benefits

In-kind benefits are a composite of the employment benefits public and private school principals report receiving from their schools. The benefits include free housing or housing contributions, meals including free and reduced price lunches, tuition for children and reimbursement for personal tuition and course fees, child care, and car and transportation expenses. General medical, dental, and life insurance and pension contributions are not included as in-kind benefits.

District Size

Less than 1,000, 1,000 to 4,999, 5,000 to 9,999, and 10,000 and more. This four-category measure of district size is based on the district head count estimates reported in the Teacher Demand and Shortage Questionnaire for Public School Districts.

Race-ethnicity

Responses to two questions on the Public and Private School Principal Questionnaires determined race-ethnicity of principals. The first question asked respondents for their race: American Indian or Alaska Native, Asian or Pacific Islander, Black, or White. Respondents were then asked, "Are you of Hispanic Origin?" For this report, the five race-ethnicity categories resulted from combining responses to the two questions. Respondents who indicated they were of Hispanic origin were classified as Hispanic regardless of their race. Respondents who indicated they were not of Hispanic origin were partitioned into one of the four race categories.

Age

Principal age was calculated by subtracting respondent year of birth from the base year of

the respective survey (i.e., 1987 for the 1987-88 SASS, 1990 for the 1990-91 SASS, and 1993 for the 1993-94 SASS). However, all NCES CD-ROMs (public use and restricted use for all three survey years) calculated respondent age using the latter year (1988, 1991, and 1994). Therefore, use of the age variable on the CD-ROMs in constructing age categories will yield results different from those in this report. Average age will differ by one year.

Minority Enrollment

Less than 20 percent, 20 to 50 percent, 50 percent and more. Based on the student demographic information contained in the Public and Private School Questionnaires, the variable is the sum of all racial-ethnic groups other than white non-Hispanic calculated as a percentage of students of all race-ethnic groups.

New Administrator

"New" administrators were defined as having been administrators for three years or less.

Appendix D • Schools and Staffing Survey (SASS) Data Products

The following SASS data products may be obtained free of charge while supplies last from:

U.S. Department of Education
National Center for Education Statistics
SASS Data Products
555 New Jersey Avenue, NW, Room 422
Washington, DC 20208-5651

Reports

- Characteristics of American Indian and Alaska Native Education, Results from the 1993-94 SASS (NCES 97-451)
- Out-of-Field Teaching and Educational Equality (NCES 96-040)
- Schools and Staffing in the United States: A Statistical Profile: 1993-94 (NCES 96-124)
- Private School Universe Survey, 1993-94 (NCES 96-143)
- SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312)
- Comparing Key Organizational Qualities of American Public and Private Secondary Schools (NCES 96-322)
- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993-94 (E.D. Tab, NCES 95-191)
- Private Schools in the United States: A Statistical Profile, 1990-91 (NCES 95-330)
- Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988-1991 (NCES 95-348)
- Characteristics of American Indian and Alaska Native Education, Results from the 1990-91 SASS (NCES 95-735)
- Teacher Supply, Teacher Qualifications and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990-91 (NCES 95-744)
- The Patterns of Teacher Compensation (NCES 95-829)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1991-92 (E.D. Tab, NCES 94-337)
- SASS by State (NCES 94-343)
- Private School Universe Survey, 1991-92 (NCES 94-350)
- Qualifications of the Public School Teacher Workforce: 1988 and 1991 (NCES 94-665)
- America's Teachers: Profile of a Profession (NCES 93-025)
- Private School Universe Survey, 1989-90 (NCES 93-122)
- Selected Tables on Teacher Supply and Demand (E.D. Tab, NCES 93-141)

- Schools and Staffing in the United States: A Statistical Profile, 1990-91 (NCES 93-146)
- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91 (E.D. Tab, NCES 93-453)
- Schools and Staffing in the United States: A Statistical Profile, 1987-88 (NCES 92-120)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89 (E.D. Tab, NCES 91-128)
- Sources of Newly Hired Teachers in Public and Private Schools, 1988-94
- Characteristics of Students' Programs: Results from Their Student Records, 1993-94
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1994-95
- Public School Districts in the United States: A Statistical Profile, 1987-88, 1990-91, and 1993-94

Forthcoming Reports

- America's Teachers: Profile of a Profession, 1993-94
- The State of Teaching as a Profession, 1990-91
- The Effects of Professionalization on Teachers: A Multi-Level Analysis, 1990-91
- Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community School, Teacher, and Student Characteristics
- Job Satisfaction Among America's Teachers: Effects of Workplace, Conditions, Background Characteristics, and Teacher Compensation, 1993-94
- A Profile of Administration Policies and Practices for Limited English Proficiency Students: Screening Methods, Teacher Training, and Program Support, 1993-94
- Proficiency Students: Screening Methods, Teacher Training, and Program Support, 1993-94
- Private Schools in the U.S.: A Statistical Profile, 1993-94

Issue Briefs

- Are High School Teachers Teaching Core Subjects Without College Majors or Minors in Those Subjects? (NCES 96-839)
- Where Do Minority Principals Work? (NCES 96-840)
- What Academic Programs are Offered Most Frequently in Schools Serving American Indian and Alaska Native Students? (NCES 96-841)
- How Safe are the Public Schools: What Do Teachers Say? (NCES 96-842)
- Extended Day Programs in Elementary and Combined Schools (NCES 96-843)
- What Criteria are Used in Considering Teacher Applicants? (NCES 96-844)
- Private School Graduation Requirements (NCES 95-145)
- How Much Time Do Public and Private School Teachers Spend in Their Work? (NCES 95-709)
- Migration and Attrition of Public and Private School Teachers: 1991-92 (NCES 95-770)

- Which Types of Schools Have the Highest Teacher Turnover? (NCES 95-778)
- Libraries/Media Centers in Schools: Are There Sufficient Resources? (NCES 95-779)
- Who Influences Decisionmaking About School Curriculum: What Do Principals Say? (NCES 95-780)
- Public and Private School Principals: Are There Too Few Women? (NCES 94-192)
- Sources of Newly Hired Teachers in Public and Private Schools, 1988-91 (NCES 94-481)
- What are the Most Serious Problems in Schools? (NCES 93-149)
- Teacher Salaries—Are They Competitive? (NCES 93-450)
- Teaching and Administrative Work Experience of Public School Principals (NCES 93-452)
- Teacher Attrition and Migration (NCES 92-148)

Forthcoming Issue Briefs

- Are Limited English Proficient (LEP) Students Being Taught by Teachers with LEP Training? (Issue Brief, NCES 97-907)
- How Widespread is Site-Based Decision-making in the Public Schools? (Issue Brief, NCES 97-908)
- Public School Choice Programs, 1993-94: Availability and Student Participation (NCES Issue Brief, 97-909)
- Teachers' Sense of Community: How Do Public and Private Schools Compare? (NCES 97-910)

Video

- Americas Teachers: Profile of a Profession

Methods

- 1993-94 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 96-089)
- An Exploratory Analysis of Nonrespondents, Schools and Staffing Survey 1990-91 (NCES 96-338)
- Design Effects and Generalized Variance Functions for the 1990-91 Schools and Staffing Surveys (SASS), Volume I—User's Manual (NCES 95-342I)
- Design Effects and Generalized Variance Functions for the 1990-91 Schools and Staffing Surveys (SASS), Volume II—Technical Report (NCES 95-340II)
- A Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys (Methodological Report, NCES 94-340)
- 1990-91 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 93-449)
- Modeling Teacher Supply and Demand, with Commentary (Research and Development Report, NCES 93-461)
- 1987-88 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 91-127)

CD-ROMs

- Schools and Staffing Survey: 1993-94 Electronic Codebook and Public Use Data

- Schools and Staffing Survey: 1990-91 Electronic Codebook and Public Use Data
- Schools and Staffing Survey, 1987-88 Microdata and Documentation

Forthcoming CD-ROMs

- Schools and Staffing Survey Compendium: 1987-88, 1990-91, 1993-94 and TFS 1988-89, 1991-92, 1994-95 (Winter 1996)

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